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Abstract

This reports a large-scale evaluation of the adult basic education (ABE) program in Mississippi, begun under Title II-B of the Economic Opportunity Act of 1964. In 1968-69 the ABE Program enrollment was 22,000, although the target population was 440,000. When the Mississippi State Department of Education was first authorized to conduct ABE programs under the Adult Education Act of 1966, first priority was given to adults functioning at 5th grade level or below. One of the severest deterrents to effective evaluation of the program, however, has been the failure to specify operational objectives. It is recommended that a coordinated effort between state and local ABE personnel be directed toward developing a set of behavioral objectives for the various levels of instruction. The State coordinator asserts that the most serious problems confronting the program are lack of adult education courses available in the state, lack of modern teaching methods and equipment, need for more teacher training, lack of state funds to match federal funds, inadequate number of professionals on the state staff, and geographical areas within the state which are in non-compliance with the Civil Rights Act. (Document includes tables, map, and questionnaires.) (se)

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ADULT BASIC EDUCATION IN MISSISSIPPI
AN EVALUATION
VOLUME I

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June 1969

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MISSISSIPPI STATE UNIVERSITY

JUNE 1969

PREFACE

The contents of this report are the results of a relatively large-scale evaluation of the adult basic education program in the state of Mississippi. We feel that one of the most conspicuous defects in this report is the total absence of any "hard" data concerning tangible changes brought about in the ABE student's attitude, socio-economic level or educational level as a result of his exposure to the ABE program. There are several reasons (or perhaps excuses) for this.

Limitations of time, more than money, excluded our conducting well-planned studies that would be pleasing to professors of educational research. Inherent limitations in the record systems did not allow the study of the progress made by intact groups. The press of time prevented our contacting a sample of "dropouts" to make comparisons between their responses and those of the students remaining in ABE. There is a suspicion on our part that a number of the "dropouts" do not return simply because their personal goals had been reached. If this contention is true, it could have important ramifications for ABE curriculum development. This would be particularly true if further studies indicated that these "dropouts" had set for themselves ABE goals that did not help prepare them for life in the latter half of the twentieth century.

This report does not contain all the data and data analyses that were a part of our overall effort. Much of the unreported information is represented in another form. However, there does exist a body of non-redundant information that was not reported because a lack of time prevented us from digesting it fully enough to draw some order out of apparent chaos.

A number of persons made contributions to this project in addition to those listed on the title page. Mrs. Sybil Lawrence contributed greatly during the early part of the project. Project graduate assistants were : Mr. J. Edward Beach, graduate student in Educational Psychology and Mr. Bobby G. Malone, graduate student in School Administration. These graduate students provided needed assistance in all phases of this evaluation study. Many times they were asked, and they worked, beyond the call of duty. Mrs. Dorothy Kalehoff, graduate student in Secondary Education, was a valuable resource throughout the project. Her efforts in the last days were particularly appreciated. Non-project graduate assistants: Robert Maxson, graduate assistant in the Bureau of Educational Research and a student in Educational Administration, assisted the project throughout. Many other students, both graduate and undergraduate, provided us with expert assistance in collecting the ABE student data. Miss Dorothy Estapa, student in Nuclear Engineering, spent long hours correcting oversights in order to complete the many analyses requested. Other personnel : Mrs. Pamela Smith served admirably as secretary to the project; Mrs. Barbara Donahoe lent secretarial support at peak times; and in the last hectic days, Mrs. Norma Gardner, Mrs. Gloria Kincade, and Mrs. Barbara Spencer devoted time and energy to the typing, proofreading, duplicating, and binding of this report.

We wish to express our appreciation to all the Local Supervisors, teachers, and students who gave freely of their time and energy to help make this study possible.

Finally, we wish to express our gratitude to the Mississippi State Department of Education, Mr. G. H. Johnston, State Superintendent of Education, Mr. E. P. Sylvester, and particularly Mr. J. C. Baddley, Supervisor of Adult Basic Education, and his helpful staff. Without their support, encouragement

and understanding, this project would never have been undertaken, much less completed. In the final analysis, whatever good might emanate from the results which appear in this report must be attributed in large measure to the Office of Adult Education, Mississippi State Department of Education.

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CHAPTER I

INTRODUCTION

Title II-B of the Economic Opportunity Act of 1964 provided federal funding to each state for the development of educational programs for educationally disadvantaged adults. This report is an evaluation of the program, including its progress and present status, which was established for these adults in Mississippi.

Development of the Concept of Adult Basic Education

Before 1964 the concept of adult basic education was greatly limited. During the early sixties the federal government became aware that those people who needed educational training most were least likely to receive it since they could not qualify for the programs which were then in existence. In 1962 an adult literacy bill was introduced in the U. S. House of Representatives, but it was retained by the Rules Committee for two years. In 1964, however, the bill was made an integral part of the Economic Opportunity Act as part B of Title II. According to Mitchell (1968) little money for adult education was distributed during the first year. This situation changed somewhat when the Adult Education Act of 1966 was introduced as an amendment to the Elementary and Secondary Education Act. Through this amendment the adult education program was transferred to the U. S. Office of Education, and an advisory committee was set up to have jurisdiction over all federal programs of adult basic education.

On September 16, 1968, the President reported to Congress on the status of the program (Adult Leadership, November 1968). Of the more than

24 million Americans who did not have the equivalent of an eighth grade education, the adult basic education program had recruited and served over a million of that number. His report indicated that some had obtained employment while others had continued their education through vocational training or high school equivalency programs. A noteworthy result was the change in personal attitudes of those people involved in the program as they gained pride and self-respect.

Adult Basic Education in Mississippi

The Mississippi State Department of Education was authorized to conduct adult basic education programs under the Adult Education Act of 1966, P. L. 89-750, Title III. The overall objective of the program at that time was "to eliminate the inabilities of adults 18 years of age or older in need of basic education to speak, read, and write English and to substantially raise the educational level of such adults with a view to making them less likely to become dependent on others, improving their ability to benefit from some occupational training and otherwise increasing their opportunities for more productive and profitable employment and making them better able to meet their adult responsibilities. . ." (Mississippi State Plan, 1967, Section 1.6). The target sub-population was indicated by the statement: "First priority will be given to adults functioning at the fifth grade level or below." (Mississippi State Plan, 1967, Section 1.6).

The first adult basic education program was organized late in 1966 at Itawamba Junior College with one hundred eighty people participating in the program during the first year. An illustration of enrollment by years in the ABE program in Mississippi is found in Figure 1. This information indicates the number of persons enrolled at a specific time (secured from monthly enrollment figures), and does not take into account

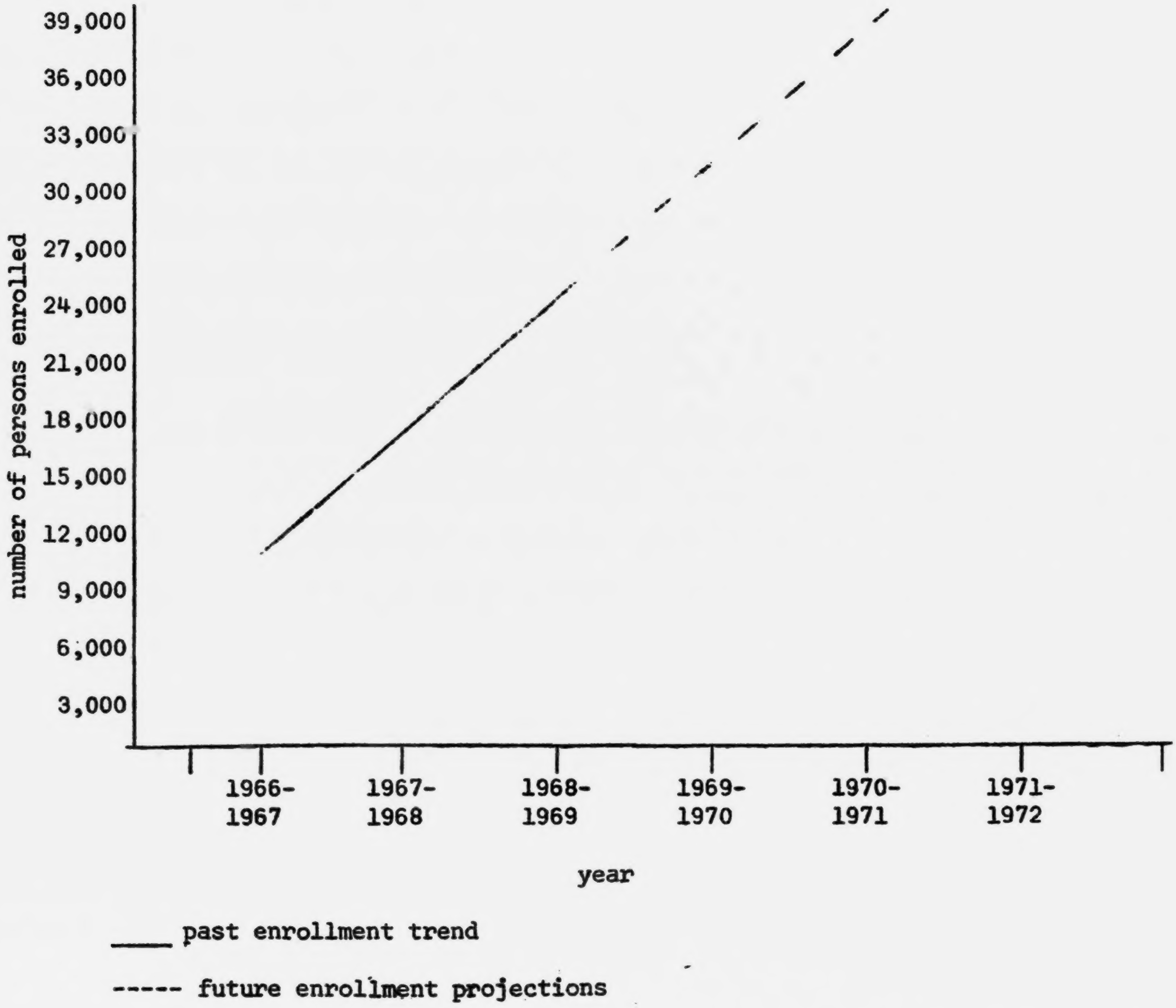

Figure 1. Past progress and future projection of ABE enrollment in Mississippi.

the fact that some students may have dropped out and then re-entered the program and are counted more than once. Based upon the past trend the future enrollment has been projected through 1971.

Even though an increase in enrollment is projected through 1971, a comparison of this enrollment with the target population of ABE students in Mississippi, the potential enrollment, i.e., those persons who qualify according to the legislation, is barely being reached by the present program.[1]

Table 1. A comparison of present and projected enrollments in ABE with the target population in Mississippi

Fiscal Year	Total Target Population	Target Population in Counties with ABE programs	ABE Program Enrollment
1966-67	440,000	232,789	9,813
1967-68	440,000	273,485	16,089
1968-69	440,000	316,801	22,000

Purpose of This Evaluation

One of the fundamental assumptions upon which evaluation is based is that the purpose of education is to produce changes in people--in their knowledge, attitudes, and behavior.

> The primary purpose of evaluation is to find out how much change and growth have taken place as a result of educational experiences. One evaluates a total program or major parts of it to find out how much progress has been made toward program objectives (Kidd, 1959).

The purpose of this evaluation was twofold: (1) to assess the present status of the adult basic education program in Mississippi and (2) based upon this assessment, to provide information which will aid decision-makers in charting the future growth and improvement of the program. Authorization for the evaluation was provided for in the Mississippi State Plan, 1967, Section 2.0, (c), 4.

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[1] The figures cited were obtained from the U. S. Bureau of the Census, 1960, and Dr. James D. Parkman, Associate Supervisor of Guidance and Research in Adult Basic Education, Mississippi State Department of Education.

Limitations of the Evaluation

There are inherent limitations to an evaluation of this type. The following are felt to be important in this project:

1. The study was conducted in eight months, extending from November 1, 1968, through June 30, 1969.

2. The measuring instruments were unstandardized for the most part, with a limited amount of pre-testing before being administered.

3. Only those programs which had completed at least one 150-hour cycle by January 1, 1969, were included in the sampling of students for testing and interviewing.

Review of Research and Literature

Brunner (1959), Barnes (1965), and McCluskey (1965) indicated the lack of basic and applied research in adult literacy education. Later Crabtree (1968) observed that adult education had not previously enjoyed high status in the education world. However, in view of increased employment opportunities, recent legislation, and federal funding, the education of illiterate and functionally illiterate adults is now receiving much attention.

Nevertheless, because of the recency of the advent of the adult basic education program, few studies have thus far been completed. Earlier studies such as that of Johnstone (1963) and London (1963) investigated a number of personal, socio-economic and ecological characteristics of the adult population in educational activities, but did not distinguish the illiterate and functionally illiterate student from the general population. In view of the paucity of information on the ABE student, it seemed appropriate that the evaluation of the program in Mississippi would not only include an investigation of the State Agency, Local Supervisors, and teachers, but also the gathering and analysis of socio-psychological data on the students as well as their appraisal of the present ABE program.

During the initial planning of the procedures followed in this study, two experienced ABE professionals were utilized as consultants. Dr. Irwin Jahns, The Florida State University, and Dr. Curtis Ulmer, University of Georgia, spent two days with the project staff and gave valuable assistance in regard to the selection of appropriate techniques for conducting the evaluation. Later Mr. Robert Palmer, The Florida State University also assisted the staff by lending ideas relating to types of instrumentation which could be utilized for collecting the data.

Instrumentation

The instruments used in the evaluation were for the most part constructed by the staff. Standardized instruments were used only in the collection of student data.

For staff assignments the project was divided into three areas: administration, teachers, and students. Initially each staff member was assigned to develop or adapt existing instruments to obtain pertinent data in a specific area. Questions were constructed on the basis of information found in the literature, suggestions by consultants, previous experiences of the staff member, and advice of the State Agency. The initial rough questionnaires were submitted to the entire staff for their evaluation. Based upon their judgment, modifications were introduced. The instruments were then pretested in a local program for the purpose of determining if the questions elicited the desired information and if they were clearly stated for participant reactions. After this initial trial, the questionnaires were revised according to (1) accuracy with which the questions were perceived by those persons being interviewed, and (2) suggestions for improvement by those same individuals.

The remainder of this report is organized into three major categories. They are (1) The Administration of ABE in Mississippi, (2) The ABE Teachers, and (3) The ABE Students. The methodology, purposes, and conclusions related to the investigations undertaken are described within each section. Specific recommendations for appropriate changes which will improve and strengthen the existing program and provide direction for future planning are also presented.

CHAPTER II

THE ADMINISTRATION OF ABE IN MISSISSIPPI[1]

The evaluation of the administrative phase of the program was conducted by conferences at the state level and by interviews and questionnaires at the local level. In the initial stages of the evaluation, three visits were made by the evaluation staff to confer with state office personnel. These interviews culminated in a conference on March 7, 1969, in the state office. The agenda for this conference consisted primarily of a discussion of a series of questions prepared by the evaluation staff, which was made available to the state personnel prior to the meeting. At this meeting, time was also given to the examination of existing records.

The three major sections discussed with the appropriate state personnel, as indicated, were:

Administration and Supervision: Mr. J. C. Baddley, State Coordinator of Adult Education

Curriculum and Materials: Miss Bonnie L. Hensley, Consultant in Materials and Reading

Records: Dr. James Parkman, Associate Supervisor for Guidance and Research; Mrs. Helen Waldrop, Bookkeeper-Secretary; and Mrs. Eva Grobe, Records Clerk.

Because of limitations of distance and time, the questionnaires, along with self-addressed, stamped return envelopes, were mailed to the Local Supervisors who were in the program as of December 31, 1968. The State Agency provided a list of twenty-six Local Supervisors. Five of these indicated they had been in the program less than four months and did not feel qualified to participate in the investigation. Out of the final group of twenty-one Supervisors, nineteen responded to the instrument.

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[1] As an aid to the reading of this chapter, the following is offered: Original sample of responding Local Supervisors, N=19. The follow-up sample of responding Local Supervisors, N=11. The original sample of responding teachers, N=135. The follow-up sample of responding teachers, N=107. The student sample, N=178 in all cases.

Several responses on the initial questionnaire indicated a need for additional information and clarification. A second questionnaire was developed and administered by procedures identical to those described in the initial phase. Of the group to whom the follow-up questionnaire was mailed, eleven returned completed forms.

The following were considered for investigation from an administrative viewpoint:

Philosophy and Purposes

A statement was formulated which has not been amended as of this time. Appropriate changes, however, may be made if the need arises. The existing statement, as set forth in the 1967 State Plan, Section 1.6, is as follows:

> The establishment, expansion or improvement of programs in adult basic education shall be offered by local educational agencies, including junior colleges, and other state agencies, in schools or other facilities which are designed to eliminate the inability of adults eighteen (18) years of age or older in need of basic education to speak, read, and write English and to substantially raise the educational level of such adults with a view to making them less likely to become dependent on others, improving their ability to benefit from some occupational training and otherwise increasing their opportunities for more productive and profitable employment and making them better able to meet their adult responsibilities. This program of instruction shall include elementary level education (grades 1-8) for adults with emphasis on the communicative skills of reading, writing, speaking, listening, and the computative skills using the content of materials that contain information on good buying, health, human relations, home and family living, and other applicable areas of interest based upon criteria set up in Section 1.7. First priority will be given to adults functioning at the fifth grade level or below. Second priority will be given to adults functioning above the fifth grade and through the eighth grade level. Programs will be organized which will have the greatest impact upon areas with the highest incidence of poverty and most severe educational deficiency.

Plan of Program Organization

The various positions and committees are illustrated by an organizational chart which has been amended from Section 1.3, and is presented in Figure 2.

Advisory Committees and Coordination With Other Agencies

Provision is made in Section 1.5 for state and local advisory committees, including functions, roles, membership, and number of meetings as follows:

> State and local advisory committees on adult basic education will be established especially to assist in the overall planning on a State and local basis to assure that the adult basic education needs are being met in terms of the State Plan. The State Superintendent of Education shall appoint a State advisory committee on adult basic education consisting of the State Coordinator of Adult Education who shall be chairman and other members knowledgeable in the field of adult basic education. The State Advisory Committee will meet at the call of the chairman.
>
> Local advisory committees on adult basic education shall be appointed by administrators of local educational agencies approved for programs and will consist of persons knowledgeable in the field of adult basic education. The local school administrator shall be chairman of the committee. The local advisory committee will meet at the call of the chairman.

Fifteen of the Local Supervisors indicated that an advisory committee exists for their programs. The occupations most commonly held by committee members are:

A. Public school superintendent or principal

B. Employment office director

C. Junior college staff member

D. Construction worker

E. Public employee (non-school)

In most cases the committee meets only when called, but in two programs it meets monthly. Its main functions are to advise the Local Supervisor in solving problems, to assist in recruiting students and teachers and to determine progress.

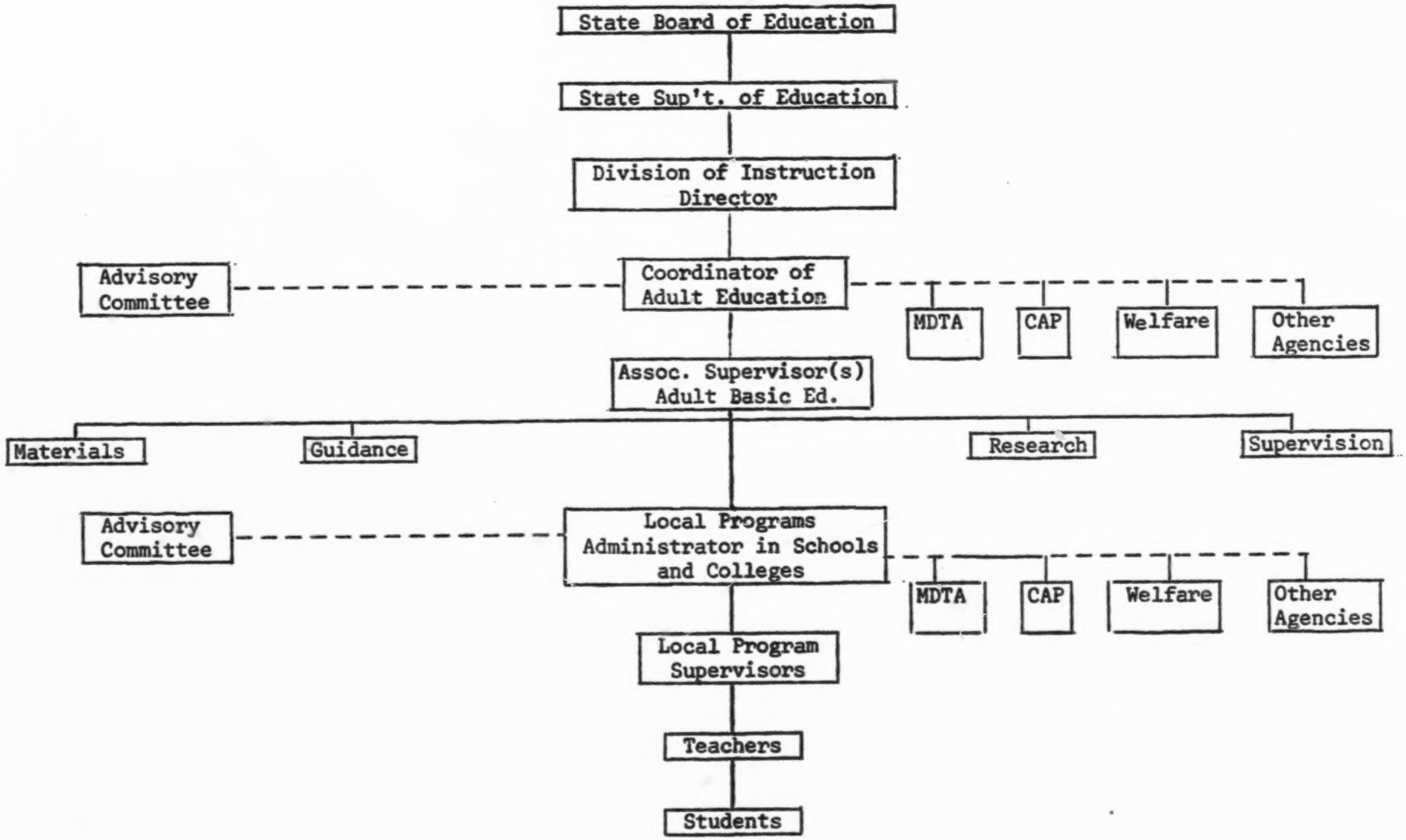
State Board of Education
State Sup't. of Education
Division of Instruction Director
Advisory Committee
Coordinator of Adult Education
MDTA
CAP
Welfare
Other Agencies
Assoc. Supervisor(s) Adult Basic Ed.
Materials
Guidance
Research
Supervision
Advisory Committee
Local Programs Administrator in Schools and Colleges
MDTA
CAP
Welfare
Other Agencies
Local Program Supervisors
Teachers
Students

Figure 2. Organization of Mississippi ABE program.

Attempts have been made to coordinate the state program with other independent agencies conducting their own ABE programs. Also coordination has been effected with public agencies, such as the Public Health Service and other agencies, as provided for in Section 1.8 of the State Plan. A limited number of projects have been conducted with anti-poverty agencies, but initial efforts are underway to increase the number of activities in this area during fiscal year 1970.

Tables 2 and 3 indicate the person responsible for referral of health problems and the procedure of such referral at the local level, according to the teachers in the program. Responsibility appears inadequate with twenty-three teachers reporting that no person is designated to handle such problems. Forty-nine made no response as to the procedure used in directing those with problems to the proper authorities.

In view of this information, it is suggested that the State Agency review its policies of coordination with other agencies. These policies and procedures should be made explicit and used as a discussion topic in the workshops for local personnel.

Table 2. Teachers' impressions as to the person responsible for referring health problems

Person responsible	Number	Percent
Counselors and teachers	34	32
No one	23	21
Supervisor	9	8
Health nurse	6	6
Don't know	6	6
Others	3	3
No response	26	24
Total	107	100

Table 3. Teachers' impressions of procedures for referring health problems

Procedure	Number	Percent
Referred to proper source	22	21
No referral made	12	11
Informed of health department services	11	10
Contacted supervisor	7	6
Other procedures	6	6
No response	49	46
Total	107	100

Personnel Policies and Procedures

In answer to the inquiry for a description of the duties and qualifications of the state office professional staff, the State Coordinator of ABE referred the evaluation staff to the Mississippi State Plan, Section 1.4. Portions which are pertinent to this report are quoted below.

A. Director, Division of Instruction

1. Duties

   a. Give direction to the ABE programs in the state

   b. Execute the policies of the State Board as they relate to adult basic education

   c. Recommend for approval such personnel for the efficient performance of the functions of the ABE program

   d. Direct supervision of the Coordinator of Adult Basic Education.

2. Qualifications

   The Director, Division of Instruction, shall hold a Master's degree from an approved teacher training institution, and have two years of successful teaching experience.

B. State Coordinator of Adult Education

1. Duties

   a. Preparation of the State Plan for the ABE program

   b. Administer the ABE program under the direct supervision of the Director, Division of Instruction based on the provisions of the State Plan, regulations, and the Act. Fifty percent of the Coordinator's time will be devoted to the ABE program

   c. Coordinate Civil Defense Adult Education

   d. Approve all local programs, projects, and teacher training seminars

   e. Coordinate the ABE program with the total State educational program, Federal agencies engaged in adult basic education, and local educational institutions

   f. Prepare financial budgets and direct the expenditure of all funds in accordance with the provisions of the State Plan, State laws, and Federal Acts

   g. Maintain records and receipts of expenditures of State and Federal funds for adult basic education

   h. Prepare an annual report of the ABE program

   i. Evaluate the results of the ABE program

   j. Encourage and assist in research studies and investigations designed to improve adult basic education.

2. Qualifications

   The State Coordinator shall hold a Master's degree from an an approved teacher training institution. He shall have had two years of successful teaching experience.

C. Associate Supervisor(s) of Adult Basic Education

1. Duties

   a. Assist in planning and developing of state, county, and local programs in adult basic education

   b. Visit classes and departments to assist the teachers and school administrators in developing and planning instructional programs

   c. Assist in evaluating the needs for and in the planning and preparation of instructional materials

   d. Assist in evaluating the results of the instructional programs

e. Prepare bulletins and reports containing information relative to the ABE program for distribution to school administrators, boards of education, and the general public

f. Cooperate with the representatives of all organizations and agencies interested in the promotion, expansion, and betterment of the ABE program

g. Assist in planning and carrying out studies and surveys as may be desirable in promoting better instructional programs

h. Obtain information concerning ABE classes essential in developing programs and in preparing the annual descriptive report to the U. S. Office of Education and to the State Board

i. Supervise pre-service and in-service teacher training institutes for teachers of adult basic education on both the undergraduate and graduate levels

j. Review the qualifications of candidates for teaching positions in adult basic education on the local level

k. Conduct conferences, workshops, and other in-service training programs to improve the services of personnel

l. Provide leadership and direction in areas of guidance, use of materials, methods of instruction and research

m. Promote state-wide and sectional activities that have definite adult basic education value and acquaint the public through the media of news releases, radio broadcasts, addresses and conferences with the progress, needs, and developments in adult basic education

n. Assist in preparing record and report forms for the use of teachers and administrators

o. Recommend approval or disapproval of memorandums of understanding and applications for reimbursement submitted by local school boards

p. Assist in preparing statistical, narrative, and other reports for the U. S. Office of Education, the State Board, and other legally qualified groups or individuals

q. Approve space, equipment, and courses of study at local schools with reference to the standards set for reimbursement.

2. Qualifications

The Associate Supervisor(s) in each of the areas (research, guidance, materials, and supervision) shall hold a B. S. degree with a minimum of eighteen (18) semester hours of graduate work on a Master's degree in education. All Associate Supervisors shall have had a minimum of two years of teaching experience.

The following titles of positions are proposed in lieu of the present ones: State Coordinator to State Supervisor; Associate Supervisor(s) to Assistant Supervisor(s); Local Supervisor to Local Director. The State Coordinator suggested the first two changes, as in his opinion the amended titles more appropriately describe the duties and responsibilities of these positions. The third change is recommended to help reduce confusion of terminology by changing the title to that used throughout the country for this position.

Salary and Employment Policies

A salary schedule is in effect for both clerical and professional staffs. In the initial hiring, the State Coordinator may adjust the salary according to a person's qualifications. After a person is employed, there are three levels for advancement based upon various criteria, such as job performance and change in educational status.

A prospective employee may be recommended for employment to the Director, Division of Instruction, by the State Coordinator. Dismissal proceedings against an employee may be initiated by the Coordinator and also directed to the Director of the Division of Instruction. There must be sufficient justification for such action in either case.

Since there are only three professionals serving on the state staff, the additional two associate supervisory positions as provided in the State Plan should be filled to allow each of the four areas of supervision to be administered singly. The following new positions should be created and appointments made:

A director of teacher training
An officer of finance
At least four regional supervisors.

The expansion of the staff would facilitate in-depth activities of the ABE program as well as provide greater coordination of efforts across the state.

In-service Training of Staff and Staff Meetings

College work-study programs are generally available within the state at the universities, and may be pursued on a credit or non-credit basis. Personnel have the opportunity to attend state-wide and regional institutes in addition to taking short-term courses. An annual regional workshop is held within the Southeast Region for state personnel to consider various facets of the ABE program. State personnel are permitted time to attend these institutes with stipends granted in some cases. Leaves of absence may be arranged, but there is no provision at present for sabbatical leave.

New ideas and techniques are disseminated at the institutes and personal contacts are made with different publishing and manufacturing firms. Other results of in-service training are increased efficiency in the maintenance of cumulative record folders, record-keeping, teacher training, public relations, and general evaluation procedures.

State staff meetings are held weekly. At the local level teachers were requested to indicate the frequency of staff meetings and their evaluation of them. Table 4 shows that the majority of local meetings are held irregularly while Table 5 furnishes a description of this activity. Seventy-six positive comments about staff meetings were recorded compared to fourteen negative ones. Six of the latter number indicated that the meetings were 'unstructured', which does not necessarily carry a negative connotation.

Table 4. Frequency of local staff meetings as reported by ABE teachers

Occurence	Number	Percent
Irregular intervals	83	61
Monthly	20	15
Bi-monthly	12	9
Weekly	10	7
Not held	5	4
No response	5	4
Total	135	100

Table 5. Characteristics of local staff meetings as described by ABE teachers

Description	Number	Percent
Exchanged ideas; informative	21	16
Learned new teaching methods	16	12
Discussed materials, attendance, and other problems	15	11
Lasted too long with few tangible results	8	6
Studied curriculum	7	5
Unstructured meetings	6	4
Found out how many students are responding to work	6	4
Evaluated over-all program	6	4
Selected materials	5	4
Other activities	16	12
No response	29	21
Total	135	≈100

Functions Performed by the State Agency for Local Programs

Among the activities in which the State Agency offers assistance to the local personnel, the following are most time-consuming and essential in the opinion of the state office. Visitation of local programs requires an average number of ten days per month by staff members. This time is spent conferring with Local Supervisors and in classroom visitations, review of fiscal records, teacher training, and inventory of equipment. Assistance is given to initiating new programs, developing existing programs, and suggesting more effective means of recruitment.

The guidelines as to class size and number of class hours are established by the State Agency in consultation with the Division of Instruction. A group of fifteen to twenty students, with twenty being the maximum, is considered appropriate. The average meeting time per week is six hours, with varying schedules arranged according to the convenience of the local situation. The 150-hour cycle of instruction is an arbitrary standard; the length of the cycle varies among the states. An individual may stay in a class as long as he likes. Cost accounting is also provided. The approximate cost of the ABE program is one hundred twenty dollars ($120) per student per 150-hour cycle.

Public Relations

At the state level, radio and television facilities have been used for promotional purposes. Another important function in this area is the reporting of expenditures to the state legislature in justification of the funding of the program. The Local Supervisors are provided certificates of award for presentation to the students who complete the program. The Supervisors are encouraged to work with personnel directors of industries and with business officials in an effort to foster better public relations for the improvement of future employment opportunities for ABE clientele.

According to the State Coordinator, word-of-mouth has been the most effective means of recruitment of students, but radio, television, newspapers, and questionnaires also may be utilized advantageously. The Supervisors concur that recruitment performed by the students enrolled in a program is the most productive type. Several other methods are mentioned by the Supervisors, such as personal contacts by the teacher or Supervisor and letters to parents of public school children. The utilization of radio and newspapers are cited particularly as recruiting aids.

In view of the fact that 92 percent of the students in the ABE program have a television set, 88 percent have a radio, and only 48 percent take a newspaper (see the Student Section of this report for complete data), it appears that more intensive efforts should be made to secure the cooperation of television and radio stations for recruitment and other public relations functions of ABE.

Identification of Geographic Areas of Greatest ABE Needs

Identification of these areas is made from the target population statistics provided by the U. S. Census Bureau. At present there is no community in the state which has expressed a desire for the establishment of an ABE program that does not have one. The major and important exceptions are those areas in non-compliance.

Geographical Distribution of ABE Programs

The distribution of the programs within Mississippi is illustrated by Figure 3. It will be noted that large geographic areas with great need for ABE are not now being served.

While we do not pretend to be politically sophisticated, we do recommend that concerned citizens of the state of Mississippi be brought together for the purpose of developing methods to extend the benefits of ABE to all of our fellow citizens who need it.

Ratio of Matching Funds for Programs

Financing is on the basis of 90 percent federal and 10 percent non-federal funds. The non-federal funds are derived 5 percent from the state and 5 percent from local support. The local effort is considered an asset to the program by creating an active feeling of involvement.

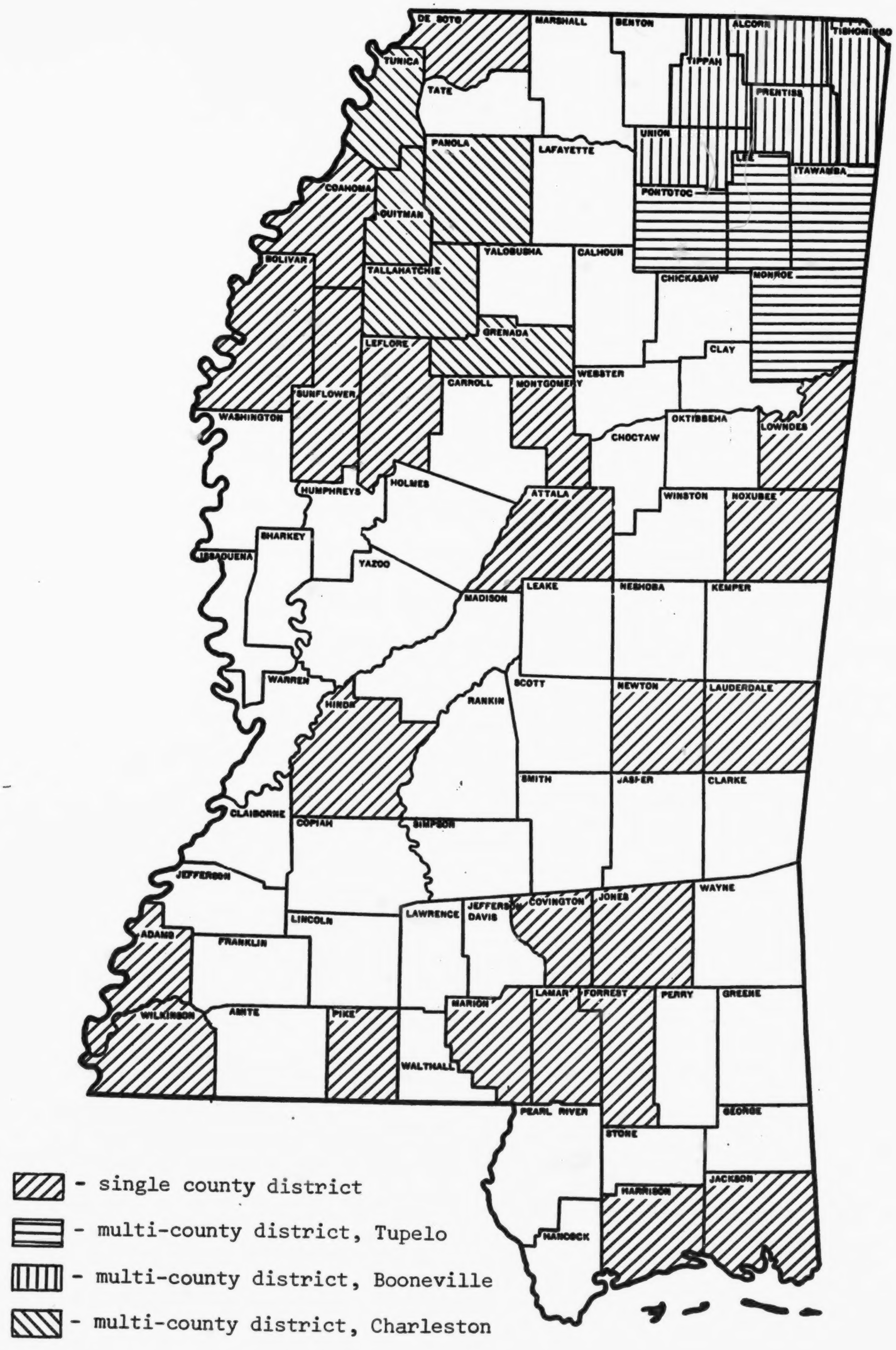
DE SOTO
MARSHALL
BENTON
ALCORN
TISHOMINGO
TUNICA
TIPPAH
TATE
PRENTISS
UNION
PANOLA
LAFAYETTE
LEE
ITAWAMBA
COAHOMA
PONTOTOC
QUITMAN
BOLIVAR
YALOBUSHA
CALHOUN
TALLAHATCHIE
CHICKASAW
MONROE
GRENADA
LEFLORE
CLAY
CARROLL
MONTGOMERY
WEBSTER
SUNFLOWER
WASHINGTON
OKTIBBEHA
CHOCTAW
LOWNDES
HUMPHREYS
HOLMES
ATTALA
WINSTON
NOXUBEE
SHARKEY
ISSAQUENA
YAZOO
MADISON
LEAKE
NESHOBA
KEMPER
WARREN
SCOTT
NEWTON
LAUDERDALE
HINDS
RANKIN
SMITH
JASPER
CLARKE
CLAIBORNE
COPIAH
SIMPSON
JEFFERSON
WAYNE
COVINGTON
JONES
JEFFERSON DAVIS
LAWRENCE
LINCOLN
ADAMS
FRANKLIN
LAMAR
FORREST
PERRY
GREENE
MARION
PIKE
AMITE
WILKINSON
WALTHALL
PEARL RIVER
GEORGE
STONE
JACKSON
HARRISON
HANCOCK
▨ - single county district
▤ - multi-county district, Tupelo
▥ - multi-county district, Booneville
▧ - multi-county district, Charleston

Figure 3. Location of ABE programs in Mississippi, Dec. 31, 1968

Adequacy of Facilities

The present facilities of the State Agency are felt to be inadequate. More office space is needed for both staff and materials as well as storage and working space. The materials center is housed in a spacious area adjacent to the state office; however, this space is technically for Title I program uses. To date there has been no conflict in utilizing the room for conferences and display of ABE materials, but as the program expands this could become a problem.

The location of the office is generally satisfactory; however, there is the common problem of insufficient parking space for staff members or visitors, thus creating a potential problem in public relations.

None of the local program administrators who were questioned indicated difficulty in securing space for holding classes. This should not be construed to mean that ABE classes are always held in the most convenient and accessible locations for the students.

The State Coordinator suggests that the Division of Instruction, including ABE, be housed in the State Department of Education building. He feels this would provide a more satisfactory arrangement for program coordination and would improve communication. At present, the State Department is located several blocks from the ABE office.

Provisions for Securing Equipment and Materials

Films, film-strips, and other audio-visual materials and various kinds of equipment are not available on loan to local programs. The state office does not issue periodic listings of film-strips or other audio-visual materials. Although there were less funds in 1968 for projectors, teaching machines and other equipment, there are available funds for the purchase of these items. Learning laboratories may be set up on 90 percent federal financing and 10 percent local support. There are four laboratories at present, and by July 1969, four to six more should be in operation. There are no criteria available to determine what is an adequately equipped lab, nor has any local research been conducted on the results of using teaching machines, although some studies are in progress at present.

Most of the centers have access to the equipment of the local school, even if the class is held in a place other than a school building. The state office has records of equipment purchased with program funds, but no information as to other materials which may be available for use. If a program is terminated and the equipment brought in to the state office, other centers may secure this equipment. However, there is no standardized procedure about how this equipment may be distributed as the state staff has only an informal knowledge as to which centers could utilize the equipment advantageously.

When local personnel visit the state office, they are encouraged to inspect the materials and equipment on display in the materials center. However, no materials or equipment (except that described in the preceding paragraph) are furnished through the state office. Expenditures for such items are included in the budget prepared at the local level with guidelines of appropriate prices outlined in the State Operational Procedures. Purchases are made by the Local Supervisors. Certain expendable items such as workbooks and paperback dictionaries may be retained by the student.

Approximately eight dollars ($8) is allowed for instructional purposes and four dollars ($4) for expendable purposes per student per cycle. If these allotments have not been expended, other materials may be purchased. Supplies in addition to those approved in the budget may be authorized by the state office under certain circumstances.

Teachers indicate that a considerable need exists for additional equipment and materials. Their requests are presented in Table 6 .

Table 6. Additional equipment and materials needed by teachers

Facilities	Number	Percent
Overhead projector	31	29
Record player and records, tape recorder, etc.	20	19
More material for each level	19	18
Workbooks and manuals	12	11
Maps and atlas	5	5
Other	20	19
Total	107	≈100

Minimum standards of equipment holdings should be agreed upon and efforts exerted to bring each program up to these levels. This would necessitate the formulation of a procedure to ascertain the kinds of equipment at the disposal of the local program from any source. Thus, distribution of any equipment which might be in the possession of the State Agency could be made equitably.

Criteria should also be established for determining what constitutes an adequately equipped learning laboratory. It is urged that steps be taken to secure such equipment for more of the local programs and a system to evaluate their effectiveness be developed.

Development of Materials

No materials or resource units have been developed by the state office, nor has any study been made of materials. It is felt that this type of study is needed, and should be conducted in the near future. When certain materials contain recommended use of additional guides or maps and charts, these must be made in many instances by the teachers. Many of the basic and supplementary materials are written for children and therefore are felt to be inappropriate for ABE purposes.

If possible, a special project should be considered for the purpose of developing materials of varied types which would be suitable for the clientele and purposes of ABE.

Assistance in Selection of Materials

Assistance is given to local personnel through pre-service training and in-service training workshops. In-service workshops are held when requested. Five area workshops are held annually for the dissemination of information on innovations and materials. There is no state-wide visitation schedule, but visits are made by State Agency personnel whenever requests for assistance are received. There is no bulletin or other regular channel of communication between the local and state level or among the local personnel. Since there is no periodic system of communication with teachers and supervisors, the publishing companies interested in selling their materials are relied upon to help keep the local personnel informed of the latest developments. However, information is informally distributed among the local personnel by mail or personal contacts.

The state advisory committee and other state agencies do not perform an active role in materials selection. None of the resource personnel of the Division of Instruction have been utilized regularly in ABE workshops. This does not indicate lack of interest but rather reflects the nature of their workload.

The Supervisors indicate that sufficient information is received from the State Agency regarding materials and equipment. Teachers appear satisfied with the assistance which is now being provided by the Local Supervisors with thirty-seven stating that no additional help is desired. However, the greatest need for assistance is in the selection of materials. Table 7 presents these responses.

Table 7. Additional assistance needed from local supervisors as indicated by teacher response

Comment	Number	Percent
None	37	27
Help select materials	20	15
Assistance satisfactory	15	11
Keep teachers informed	5	4
Other assistance needed	17	13
No response	41	30
Total	135	100

Four counselors play no role in selecting materials, while three serve in an advisory capacity and two select all materials used in the local programs.

When the Supervisors were asked whether or not they believe that a state-wide committee for the adoption of materials would be beneficial, ten responded favorably while seven were uncertain and two opposed.

Table 8. Reactions of local supervisors to idea of a state-wide committee for the adoption of materials

Comment	Number
In favor	10
Not in favor	2
Uncertain	7
Total	19

Regular communication between the state and local agencies is strongly endorsed. This could be in the form of a bulletin or newsletter, providing such benefits as information, exchange of ideas, and assistance in many phases of the program. This regularity of exchange could help reduce the influence of overzealous commercial publishing company representatives and increase the use of evaluation/research data as the basis of materials selection.

Criteria for Materials Selection

Information from the State Agency had indicated that in most cases Local Supervisors were ultimately charged with the responsibility of selecting materials for their programs. Therefore, the Supervisors were asked to rank in order of importance the three main criteria upon which final selections are based. This ranking is presented in Table 9, and reemphasizes the importance of securing materials specifically geared to the needs and interests of adults.

Table 9. Criteria used by Local Supervisors in selection of materials

Criteria	Order of importance			
	1st (f)	2nd (f)	3rd (f)	Total (F)
Adult oriented	2	4	2	8
Usability	0	3	4	7
Interesting to adults	6	1	0	7
Needs of adults	3	1	2	6
Availability	1	0	4	5
Instructional effectiveness	1	3	0	4
Cost	1	1	1	3
Readability	1	1	1	3
Variety of learning experiences	0	1	1	2
Arranged for flexible learning rate	2	0	0	2
State recommended list	1	0	0	1
No response	0	2	4	6

In addition to these criteria, the State Agency states that materials should be free of dialect and that selection should be made on the basis of whether or not materials will be used for basic or supplementary purposes.

Programmed Materials and Instruction

A questionnaire concerning programmed instruction was distributed to all ABE teachers, indicating an interest of the state office in this area. Information obtained from this questionnaire indicates that intensive inquiry into the feasibility of programmed instruction should be made.

Problems and Accomplishments with Materials

Several outstanding difficulties may be mentioned, such as inappropriateness of some materials for ABE purposes even though the publishers have indicated that they are suitable. Other materials are slow-moving, with the result that the progress of the student is impeded and produces a pall effect. The workbook may become a "sacred cow". No follow-up or reinforcement of learning skills are provided in some of the materials. More appropriate library books are needed for all levels of reading ability.

As for success with various materials, teachers who are aware of the characteristics and interests of students have accomplished more by providing a wider range of materials. Also programmed materials have enabled teachers to be more successful.

Research into the optimum blending of materials, student abilities, student needs and teacher characteristics with increased efficiency and student progress as the goal is urgently needed in adult basic education.

Curriculum, Methods and Supervision of Instruction

There is no direct classroom supervision by the State Agency, but suggestions and proposals are made through the Local Supervisors. To date two workshops for Supervisors have been held this year, at which time recommendations and innovations were presented.

One of the basic fundamentals, continually stressed and encouraged, of the ABE program is individualized instruction. Few requests for assistance in providing for this technique have been received at the state level; therefore, the assumption has been made that needs for individualized instruction are being met adequately. State personnel indicate that it would be beneficial to identify certain characteristics of students, (i.e., personality factors, learning abilities) to enable the teacher to meet individual needs more adequately through the curriculum. Special assistance to teachers in techniques of remedial reading is offered when it is requested, which occurs relatively infrequently.

The state office, through the State Curriculum Guide, suggests the inclusion of language skills, computational skills, social skills, and writing techniques. During workshop sessions, recommendations are made as to curriculum content and procedures.

The outstanding needs are: additional teacher training; improved communication regarding the latest trends and ideas in curriculum, methods, and instructional aids; and more training of local supervisory personnel in techniques of remedial reading, individualized instruction, identifying needs of students and in adapting the curriculum to these needs.

While the program is manned by professional educators, it is exceedingly rare to find an ABE professional staff member. It is therefore recommended that an in-depth effort be made to develop a psychologically sound curriculum packaged in such a way that a non-ABE professional can produce maximum student achievement in a minimum amount of time. The state advisory committee should include an ABE professional representing higher education for the purpose of increasing higher education's awareness of workshop and in-service training needs of adult basic education.

Weaknesses and Strengths of the ABE Program

The State Coordinator asserts that the most serious problems confronting the program are lack of adult education courses available in the state, need for more teacher training, lack of state funds to match federal funds, inadequate number of professionals on the state staff, and geographical areas within the state which are in non-compliance with the Civil Rights Act. Local Supervisors report no overwhelming problems although student recruitment and attendance are the two mentioned most frequently. Their second major concern is listed as lack of teacher dedication. These and other problems of decreasing importance are shown in Table 10.

Table 10. Greatest problems of program according to Local Supervisors

Problem	Number
Student recruitment	4
Attendance	4
Lack of teacher dedication	3
State department	1
Materials	1
Teacher adaptation to methods for adults	1
Testing	1
Pupil placement	1
Record of attendance	1
Lack of immediate goals	1
Lack of community cooperation	1
Total	19

The counselors feel that recruitment of students is the weakest point of the ABE program.

In the opinion of the State Agency, the greatest strength of the program is the local support received where programs already exist. Local Supervisors cite the abilities of the teachers as the greatest asset. Table 11 lists their other opinions.

Table 11. Most outstanding strength of program as seen by Local Supervisors

Opinion	Number
Abilities of teachers	7
Meeting students' needs	2
Number of students attending	2
Community interest	2
Student interest	2
Large number who pass GED test	1
Reading	1
California L. S. I. Series	1
Arithmetic	1
Total	19

Evaluation Activities of the Program

Very little formal evaluation was undertaken during the past year. Analysis of the program has been in the form of required reports. Informal evaluation has been made through consultation with the U. S. Office of Education in the selection of appropriate tests to be used for determining grade placement and to ascertain the progress made by students, based on cycles of instruction.

One of the severest deterrents to effective evaluation of the Mississippi ABE program has been the failure to specify operational objectives. In the area of student activities alone there appears to be a great lack of consensus as to what behavioral objectives are appropriate. We recommend that a coordinated effort between state and local ABE personnel be directed towards developing a set of behavioral objectives for the various levels of each instructional area. We also recommend that a committee be established to develop a system to collect pertinent program information that would allow routine and regular evaluation to be conducted at all levels of ABE with a minimum of effort being expended on data collection.

Records and Budgetary Procedures

The Local Supervisor requests his budget on July 1 for the coming year. It must be approved by the local school superintendent and by the State Coordinator. The three major areas of funding are for salaries, operational expenses, and equipment. In January, or after the first 150-hour cycle, the State Coordinator consults with each Supervisor and adjusts the budget, adding or subtracting funds in a category as may be necessary.

As of March 6, 1969, the total fund allotment, federal and state, for Mississippi was nine hundred and twenty-three thousand, eight hundred and sixty dollars ($923,860.00) with available unobligated funds totalling twelve thousand, six hundred and fifty-two dollars and seven cents ($12,652.07).

The records indicate that funds are being spent; however, only a small fraction of the target population is being served. In light of this great need efforts must be exerted for the procurement of funds from all appropriate sources.

Student Records

Difficulty was experienced by the evaluation staff in understanding the records of student enrollment and attendance. There appears to be no method of determining the number of times a person has enrolled and/or dropped out of the ABE program. In response to the request for clarification of certain terminology, the following definitions were given:

> Program termination refers to a program which has ceased to be offered at a center.
>
> Completion of the program means that a student has scored above grade level 8 on a selected achievement test and has thus completed the program.

Teacher-student ratio, as derived from an analysis of the November 1968 monthly report, was 1:14.6. Other personnel-student ratios were not available.

No provisions are made by the state office for transferring records among centers within the state.

Provision should be made for more adequate enrollment and attendance records. Variations found in the data secured in the state office from the actual attendance when the centers were visited by the evaluation staff are due partially to how enrollment and attendance are reported. An effective procedure for transferring student records from one center to another should be established. In addition, an accurate measure of instruction time is needed to have a common base for evaluation.

Records and Procedures on Drop-outs and Follow-up of Students

The state office does not attempt to identify drop-outs or conduct follow-up of students who have completed the program or who have achieved their objectives for enrollment. Thirty percent of the supervisors do not maintain procedures for investigating drop-outs. When such inquiry is made, the methods most used are personal contacts by teachers, questioning of other students, and personal contacts by the Supervisors. Fifty percent of the local programs maintain some kind of follow-up on students who successfully complete the ABE program. This is done mostly by correspondence and by questioning other students. Investigation of drop-outs is conducted by five of the counselors; however, no response was received pertaining to the percentage of students who complete Level III and enroll in a G. E. D. program.

Responses indicate that most teachers make a personal contact with the student drop-out. The indication is those procedures which are not of a personal nature appear to be least effective. For example, if a letter was used, there is no assurance that contact had ever been made.

Table 12. Procedures utilized by teachers with student drop-outs

Procedures	Number
Contact by telephone	35
Visit to home	31
Personal interview outside home	24
Letters	19
Contact through other students	17
Other	6
None	13
Total	145*

*Teachers could select as many procedures as needed.

According to the state records, in 1968 there was a 70.4 percent retention rate of Mississippi ABE students, compared to a 50 percent rate in 1967.

There is no consensus of opinion as to the definition of a drop-out. We want to state that, while records as now kept appear to be adequate for the financial requirements of the law, they do not represent data for research purposes. Clarifications and revisions should be made in order to provide an information system that would produce data for evaluation and program monitoring.

Reactions of Teachers to Records and Record-Keeping

Since information received indicates that teachers spend a large amount of time in keeping records, their reactions to various types of records and procedures were secured. Table 13 shows the kind of responsibility they assume in recording cumulative folder data. Table 14 indicates that seventy-nine of the teachers believe the time spent on record-keeping is congruent with the benefits received while twenty-eight do not agree. Thirty-two teachers offered the suggestions for improvement in keeping records that are found in Table 15.

Table 16 underscores the apparent satisfaction of teachers with report forms since sixty-two teachers recommend no changes in the forms.

Table 13. Responsibility assumed by teachers in recording cumulative folders data

Responsibility	Number	Percent
Assume full responsibility	51	48
Enter test results and samples of work	26	24
Maintenance only	14	13
Other responsibility	10	9
No response	6	6
Total	107	100

Table 14. Appraisal of time spent on record-keeping by teachers

Comment	Number	Percent
Worthwhile; congruent with benefits received	79	74
Not worth the effort	28	26
Total	107	100

Table 15. Suggestions by teachers for improvement of keeping records

Suggestions	Number	Percent
Additional help needed	13	41
Simplification of folders needed	6	19
Need for more time	5	16
Increase in salary	3	9
Elimination of 75-hour test	1	3
No response	4	12
Total	32	100

Table 16. Suggestions by teachers for changes in report forms

Suggestions	Number	Percent
No change	62	58
Omission of age, sex, nationality	5	5
Simplification	4	4
Other changes	14	13
No response	22	21
Total	107	100

Characteristics of Supervisors

The typical Local Supervisor is a white male between the ages of 35 and 44. The following characteristics of the group are noted:

Sex:	Male--19	Female--0
Race:	White--18	Negro--1

Age: The age range is found in the table below.

Table 17. Age range of Supervisors

Age	Number
65-74	1
55-64	2
45-54	5
35-44	6
25-34	4
No response	1
Total	19

Primary occupation:

Most of the Supervisors are engaged in occupations within the public school system, as listed in Table 18.

Table 18. Primary occupation of Local Supervisors

Occupation	Number
Principal	5
School Superintendent	4
Administrative Specialist	2
Guidance Counselor	1
Director of NYC	1
Transportation Coordinator	1
Supervisor of Instruction	1
Merchant	1
Coordinator of Voc. Ed.	1
ABE Supervisor (full time)	1
No response	1
Total	19

Membership in professional organizations:

The professional organization which would seem most beneficial is the National Association for Public School Adult Educators. Of eleven responses received, less than half (5) belong to any professional adult education organizations.

An analysis of the data on characteristics of supervisors as compared with the characteristics of ABE students indicates a lack of congruence. We have no evidence to indicate that the Supervisors should possess common characteristics with the supervised, but in light of the present social situation it might be advantageous to attempt to recruit Supervisors from the black female community. Data describing the ABE student discloses eighty-five percent of the students are non-whites, and eighty percent are female. In combination, seventy-two percent are non-white female students. (These data are presented in tabular form in the Student Section.) The teacher data show that sixty-two percent are female.

Allotment of Time by Supervisors in Performance of Duties

In response to the question of time allotment to various duties, some Supervisors indicated dissatisfaction with the amount of time required by certain aspects of the program. Therefore, on the follow-up questionnaire, the Supervisors were requested to indicate how much of their total time should be spent with various duties. A comparison of the responses to the two questions is presented in Table 19. Differences were particularly apparent in the amount of time spent on office duties and visiting classes and to a lesser degree in public relations and counseling teachers.

Table 19. A comparison of Supervisors' perceptions of time required and desired allotment to various duties

Duties	Percent of time now required	Percent of time that should be spent	Difference
Office duties	40	20	+20
Visiting classes	3	16	-13
Public relations	0	7	- 7
Counseling teachers	1	7	- 6
Recruiting students	16	11	+ 5
Counseling students	10	8	+ 2
Selecting materials	15	14	+ 1
Staff meetings	9	10	- 1
Selecting teachers	6	7	- 1
Total	100	100	

Length of School Term

In previous conversations with local ABE personnel, evaluation staff members had detected some concern about whether or not the program should be conducted during the summer months. The question of the school calendar was asked of both Supervisors and teachers, as well as the reasons for their choices. These responses are summarized in Table 20. Eighty of the local personnel favor the twelve-month term with sixty-seven expressing a preference for a nine-month, or public school year, term.

Table 20. Reasons for preferences for school term

Reason	All year		Public school year	
	Supervisors	Teachers	Supervisors	Teachers
Continuous learning best	4	28	0	0
Attend summer school workshops	0	0	3	26
Students lose interest with break	0	25	0	0
Increase attendance	1	5	3	16
Students need vacation	0	0	1	14
Preferred by students	2	6	0	0
Time for preparation	0	0	0	2
Great need for program	2	0	0	0
Present plan working	1	1	0	0
Other reasons	0	5	2	0
No response (8 teachers)				
Total	10	70	9	58

In view of the great need for ABE teacher training careful attention should be given to the scheduling of the ABE programs so that teachers and supervisors may attend teacher training programs and workshops during the summer months.

Characteristics of Counselors

In the initial questionnaire to the Local Supervisors one question was stated as follows: "Is there a person in your program with the title of Counselor?" Ten of the nineteen participating Supervisors indicated yes. Questionnaires were then developed and sent to the ten counselors, of whom nine responded. The data indicate that the primary occupation of four of the ABE counselors is full-time counseling. Their college training in the field of counseling ranges from twelve to thirty-nine hours. Three serve as principals in regular day school, with college training in counseling ranging from none to thirty hours. Of the two remaining ABE counselors, one is a housewife and the other a personnel director, and neither has received any college training in counseling.

Six received training from a local ABE workshop, three attended the ABE regional teacher training institute, and three received in-service training.

There is variation in the duties performed. Seven of the respondents indicate they spend from six to ten hours per week working in ABE. Eight counselors administer the initial student placement test, with five of them advising students on initial placement. Four counselors administer both the 75-hour and the 150-hour tests, while in the other five situations, teachers give these tests. In test selection one counselor fulfills no role, four act as advisors, and four select all tests used in the program. Counseling with students who have a specialized educational problem is performed by five of the counselors, while two counsel students on personal problems.

It is beyond the scope of the State Agency to train ABE counselors. However, it is within its scope to make known to counselor-training institutions the projected counseling needs of ABE. The State Agency should also make a study of the need for student counseling and the resources required for the establishment of a basic counseling program for ABE students.

CHAPTER III

ADULT BASIC EDUCATION TEACHERS[1]

This chapter contains data relating to teachers and their activities in the ABE program in Mississippi. The procedures utilized for data gathering were similar to those discussed in the previous chapter. However, the State Agency was unable to supply addresses of the teachers to the project staff. Therefore, when letters were mailed to the teachers requesting their cooperation in the evaluation project, they were sent through the Local Supervisor. Addresses were obtained from the returns of those teachers who indicated their interest in participating.

Initial questionnaires were mailed to 187 of the teachers in Mississippi's ABE program. Of those mailed,135 completed questionnaires were returned for a 72 percent response.

Data from the initial questionnaires indicated a need for additional information. Therefore, a follow-up questionnaire was mailed to the 187 teachers, of which 107 were returned for a 57 percent response.

Teacher Characteristics

The evaluation project staff felt it necessary to establish, as far as possible, a profile of the ABE teacher in Mississippi. The data in this section pertain to this profile.

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[1] As an aid to the reading of this chapter, the following is offered. Original sample of responding Local Supervisors, N=19. The follow-up sample of responding Local Supervisors, N=11. The original sample of responding teachers, N=135. The follow-up sample of responding teachers, N=107. The student sample N=178 in all cases.

Age

In previous meetings, both state-wide and regionally, some concern had been voiced about the age of ABE teachers. Some educators felt that most teachers are older and that few young teachers are attracted into the program. The ages of the ABE teachers who responded to this item are shown in Table 21.

Table 21. Age of ABE teachers

Age	Number	Percent
61-65	7	5
56-60	11	8
51-55	13	10
46-50	22	16
41-45	18	13
36-40	22	16
31-35	16	12
26-30	13	10
21-25	9	7
No response	4	3
Total	135	100

These data indicate that age is not concentrated in the upper age brackets as some persons had feared, but fairly evenly distributed throughout.

Formal Education

According to the State Agency, all teachers in the ABE program must have at least a Bachelor's degree. However, the type of degree preferred has raised numerous arguments by various adult education leaders. This prompted the evaluation staff to seek information as to what kinds of degrees were held by ABE teachers in Mississippi. Data pertaining to this question are summarized in Table 22.

Table 22. Educational background of ABE teachers

Major Field of Study	Bachelor's Degree	Master's Degree	Total	Percent
Elementary Education	62	15	77	57
Educational Administration	0	9	9	7
Social Studies	9	0	9	7
English	8	0	8	6
Mathematics	6	0	6	4
Business Education	5	0	5	4
Guidance Education	0	4	4	3
Agricultural Education	0	3	3	2
Other	10	4	14	10
Total	100	35	135	100

The large number of teachers with elementary education backgrounds indicates that either there are more of these teachers interested in teaching ABE or Local Supervisors recruit these teachers more often than others. Some educators feel that elementary teachers are better for ABE students, but there is little or no research to support this attitude. A recent study conducted at Mississippi State University (Kohler, 1969) found no significant difference between elementary trained teachers and others in their ability to hold ABE students in the program.

Training in Adult Education

It was deemed important to ascertain how much training in adult education had been acquired by ABE teachers. This could help indicate the kinds and amounts of training that are needed to develop the overall program in the state. This information is presented in Table 23.

Table 23. Kinds of adult education training acquired by ABE teachers

Kinds of Training	Number	Percent
College course	8	6
Regional 3-week institute	20	15
Local 1-day workshop	74	55
None	33	24
Total	135	100

The need for additional training in adult education for ABE teachers is quite apparent. One-fourth had no training at all and one-half of the remainder had received the minimum amount available. No data were obtained that would indicate the nature of the college courses which were labeled "adult education."

It is recommended that more training in adult education be provided ABE teachers as soon as possible. This training can be provided in any of the above forms, but the most effective would probably be the 3-week institute or college level courses. These would allow the participants to obtain more in-depth training pertaining to the education of adults than would the one-day workshops. However, whatever the form, teacher-training should receive the highest priority in program activities from the State Agency.

Training Needs of ABE Teachers

1. Indications by Teachers

The data in the previous table prompted the inquiry into the type of training teachers want to acquire. It was felt that teachers who had been working with adults would know the kinds of training which would be most beneficial. These responses are shown in Table 24.

Table 24. Kinds of training most needed as indicated by ABE teachers

Kinds of Training	Number
In-service training in ABE	32
Courses in teaching adults	27
Elementary education	14
Teaching reading	5
Teaching occupational skills	5
Teaching different levels of students in one class	5
Using sound and visual aids	5
Other	23
Total	116*

*Some teachers gave more than one response (N=107).

The need for training in adult education for ABE teachers is again indicated. The other kinds of training needed, which are more specific in nature, could easily be incorporated into an overall program of ABE training.

It is recommended that the State Agency put this training into effect at the earliest date possible. The teachers, since they are the individuals with whom the students are most in contact, should be given first priority in adult education training. The success or failure of the Mississippi program is determined to a great extent upon the teacher's success in working with ABE students.

2. Indications by Local Supervisors

The need for communication and mutual understanding is crucial at the local level. Both Local Supervisors and teachers were asked to indicate the greatest training needs of teachers to determine if a mutual agreement pertaining to these needs exists at the local level.

Local Supervisors indicate that the greatest training needs of ABE teachers are:

1. Understanding problems of adults
2. Methods of teaching adults
3. Dedication to adult education
4. Individualizing instruction
5. Teaching reading to adults.

In comparing the training needs of teachers as indicated by both Local Supervisors and teachers, much congruence of thought is shown. Both groups feel that training in adult education -- understanding problems, how to teach adults -- is the utmost need. Teaching reading is also rated an important need and "individualizing instruction" can be interpreted as comparable to "teaching different levels of students in one class," which received some mention by both groups.

As in the previous recommendation, the State Agency should provide, as soon as possible, training in those areas in which needs are most strongly felt.

Amount of Time Devoted to ABE

Supervisors had indicated that teachers were not dedicated to the ABE program because they were not employed full-time. In answering a question directed to their employment status, 15 teachers indicated full-time, 112 part-time employment and eight not responding.

This suggests that since most ABE teachers are usually employed full-time in another occupation, they are likely to be more dedicated to that occupation than to adult education, which is a supplemental, part-time activity.

Since most of the teachers in the ABE program are only part-time employees, they were asked to indicate their primary or full-time occupation. It was felt that the information would not only show what sources the local supervisors were using to recruit local teachers but would also illustrate how many ABE teachers were employed full-time in Mississippi. These data are presented in Table 25.

Table 25. Primary occupation of ABE teachers

Occupation	Number	Percent
Elementary school teacher	65	48
High school teacher	35	26
Teaching ABE	15	11
School Principal	11	8
Other	9	7
Total	135	100

With 89 percent of the respondents working in ABE as a part-time or "supplementary" occupation, the need for more full-time teachers is apparent. Only full-time teachers would maintain the interest and dedication needed to work in ABE with the multitude of problems and challenges involved. Efforts should be forthcoming to increase the number of full-time teachers where feasible.

As the data indicate, Local Supervisors recruit teachers from the ranks of school personnel for the most part. The "other" category consisted mostly of ministers and farmers.

This also indicates a need for greater consideration and effort to make ABE a full-time activity in more programs in the State. Only with full-time employment will come the kind of interest and dedication by teachers that is needed to give proper credence and impetus to adult education.

Table 26. Length of time teachers were employed in the ABE program

Length of Time	Number	Percent
Over 24 months	23	17
18 months - 24 months	20	15
12 months - 18 months	23	18
6 months - 12 months	25	19
Less than 6 months	44	33
Total	135	≈100

With over one-half of the teachers being employed less than one year in the ABE program, a need for training soon after the state-wide program commences each year is indicated. There is no data in this study to indicate whether those who stated they had received no training were the teachers who had been in the program the least time. Both pre-service and in-service training are most needed by those teachers who are new in the ABE program.

Students' Opinions about Teachers

When interviewing the ABE students, the project staff felt a need to acquire the students' perceptions about their teachers. During visits to local programs, the staff learned that teachers were most interested in this kind of data, particularly any specific information which would indicate how they were being received as a teacher by their students. Students' opinions pertaining to the abilities of their teachers are summarized by sex in Table 27.

Table 27. Students' opinions about the abilities of their ABE teachers, by sex

Ability Level	Male	Female	Total	Percent
Expert	9	41	50	28
Above average	10	57	67	38
Average	16	43	59	33
Below average	0	0	0	0
No response	0	2	2	1
Total	35	143	178	100

Students' opinions regarding the interest of their teacher in his or her students are presented in Table 28.

Table 28. Students' opinions regarding the interest of their teacher in ABE students

Level of Teacher Interest	Number	Percent
Most interested in students	155	87
Moderately interested in students	21	12
Little interest in students	0	0
No response	2	1
Total	178	100

Inspection of the data in the two preceding tables indicates that ABE students, in general, have a high opinion of their teachers. In the first of the two tables, male students tended to rate their teachers' abilities somewhat lower than female students, but even so, nobody rated the teacher below average. These data suggest the need for a comparison between students' and dropouts' reactions to these same questions to determine if the dropouts hold the teacher in the same high regard. Experience would indicate that it is highly unlikely that all the ABE teachers were as good as the students indicate. Any studies of student attitude toward ABE (we could also include teachers, administrators, and the general public) should avoid the direct approach we used here. More subtle and refined techniques are required.

Professional Activities of ABE Teachers

Since most of the teachers had been employed in the ABE program a relatively short time and their adult education training was rather limited, it seemed appropriate to determine to what extent they might be receiving helpful information through memberships in professional organizations or from educational publications. Data pertaining to these questions are summarized in Table 29 and Table 30.

Table 29. Educational organizations and associations to which ABE teachers belong

Organizations - Associations	Number
Mississippi Teachers Association	69
County Teachers Association	57
National Education Association	48
District Teachers Association	38
Mississippi Education Association	37
Classroom Teachers Organization	20
National Teachers Association	6
Other	36

Only one teacher indicated membership in any professional adult education association. This seems to indicate that ABE teachers are not professionally committed to the field of adult education at this time. It is likely this situation exists because (1) most teachers are newly employed in ABE and (2) relatively few opportunities exist for full-time employment in adult education in Mississippi.

Table 30. Educational publications to which ABE teachers subscribe

Publication	Number
The Instructor	42
The Grade Teacher	40
NEA Journal	32
MEA Journal	19
MTA Journal	17
Other	111

Of the 107 responding teachers, only two subscribe to adult education publications of any kind. This is indicative of either a lack of awareness of existing publications or a lack of interest in obtaining them. A concentrated effort should be made to encourage ABE teachers to subscribe to publications in adult education, particularly those of the National Association of Public School Adult Educators (NAPSAE) and the Adult Education Association. Perhaps a group subscription would be adequate for teachers within one local center instead of individual subscriptions by each teacher.

Although an attempt to identify the "typical" ABE teacher would not be perfect, a profile of that elusive person can be drawn to some extent from the preceding data. The ABE teacher would likely be female, from 26 to 60 years of age, a part-time employee in ABE with a regular or full-time position in elementary education. She has been in the ABE program less than a year, has little or no training in teaching adults and appears to have little commitment to the field of adult education. However, the teacher is rated by her students as above average in ability to teach and most interested in the problems of her students.

Recruitment of Teachers into ABE

Selection of ABE Teachers by Local Supervisor

When a new ABE program is organized in a local community, an immediate problem is recruitment of teachers. Local Supervisors were asked to list the characteristics which they deemed important in a prospective ABE teacher. Those characteristics listed, in order of importance, are:

1. Good background and/or degree in elementary education
2. Experience in teaching
3. Empathy for undereducated adults
4. Knowledge and understanding of the problems of adults.

It is not difficult to ascertain why a great number of teachers with backgrounds in elementary education are employed in ABE in Mississippi. It is the criterion most sought when Local Supervisors hire teachers for their programs. It must be concluded that Local Supervisors have some evidence to support this assumption although such evidence was not forthcoming in this study nor in the ABE literature.

Local Supervisors did not indicate a preference for teaching experience in either elementary or secondary education, merely experience. This indicates the prevalence of the feeling that experience, per se, makes one a better teacher of adults, which is somewhat contradictory of the first-mentioned characteristic.

The mention of empathy raises the question, "What is empathy?" Conversations with various Supervisors have indicated that they are not in agreement as to the meaning of empathy or of which problems of adults are most important.

It is recommended that in-service training be provided Local Supervisors whereby they may be able to ascertain what characteristics they should seek in prospective ABE teachers. This training should lead to an improved quality of teachers throughout the state.

Why Teachers Teach ABE

Since most of the teachers in the ABE program teach in the evening after working all day, an effort was made to determine why they became involved in teaching undereducated adults. Responses to this question are shown in Table 31.

Table 31. Most important reason why teachers teach ABE, by sex

Reason	Male	Female	Total	Percent
Desire to help others	21	32	53	39
Financial return	17	21	39	28
To acquire experience	8	25	33	24
Other	5	6	11	8
Total	51	84	135	≈ 100

The responses indicate that most teachers become involved in the ABE program for one of three reasons. If this is true, then Local Supervisors should study these reasons and emphasize them during the recruiting process. This data should be immediately distributed to those individuals who are employed as Supervisors of newly organized local programs to aid them in recruiting.

Initial Interest of Teachers in ABE

Since teacher recruitment is one of the responsibilities of Local Supervisors, it was felt that if the source of the teacher's initial interest in the program could be determined, this, in turn, would identify sources through which administrators could effectively recruit teachers in the future. Data pertaining to initial interest of teachers in the ABE program are summarized in Table 32.

Table 32. Source of initial interest of teachers in the ABE program, by sex

Source of Initial Interest	Male	Female	Total	Percent
Local Supervisor	20	21	41	30
School Principal	8	23	31	23
Teachers in ABE	7	16	23	17
ABE workshop	4	5	9	7
ABE students	3	2	5	4
Working with adults in another program	2	3	5	4
Other	7	14	21	16
Total	51	84	135	≈100

As shown in the data, the Local Supervisor is the most effective source of the teachers' initial interest in ABE. This is not surprising since information in the previous chapter shows that most Supervisors are principals or superintendents and would have close contact with prospective teachers. Teachers already employed in ABE are also effective recruiters and it is interesting to note that in some cases, ABE students recruit their own teacher.

Teachers' Perceptions of Problems in ABE

Classroom Problems Encountered by ABE Teachers

Every teacher encounters problems and it is assumed that ABE is no different in this respect. It was felt that if the teacher's most common classroom problems could be identified, training programs could possibly be developed to assist the teacher eliminate those problems as quickly as possible. Teachers were asked to indicate in rank order, their three most important classroom problems in ABE. Data pertaining to those problems are summarized in Table 33.

Table 33. Problems with students in the classroom encountered by ABE teachers

Problem	Order of Importance		
	1st (f)	2nd (f)	3rd (f)
Slow learners	24	18	3
Lack of practical subject matter	13	3	8
Limited student interest in learning	12	2	2
No class participation	10	8	9
Competition from outside responsibilities	7	5	4
Must change old ideas	6	14	3
Short attention span	6	8	4
Attendance	5	9	7
Age differential	5	3	3
Language difficulties	5	2	4
Other	18	15	10
None	10	10	10
No response	14	38	66

It is interesting to note that 24 teachers either do not have problems or refrained from identifying them. Of those that were indicated, certain ones need further clarification to some extent. For example:

1. How slow is a "slow learner"? Are adults being compared to other adults or to pre-adults?
2. What is "limited" interest in learning? To what extent is it limited? or not limited?

3. What kinds of old ideas need changing -- personal, educational, religious, other?

4. What kinds of language difficulties are encountered?

Even though certain problems need further clarification, much content can be gleaned from these responses for use in planning the content of future training programs. Those who have the responsibility for planning and implementing such programs should devote time to seeking and disseminating information which would be useful in solving those problems.

Teaching Activities

Levels Taught by ABE Teachers

Conversations with teachers and Local Supervisors had indicated that in some situations, teachers were faced with students in various levels in one classroom. Level I is defined as grade 1 through grade 3, Level II as grade 4 through grade 6, and Level III as grade 7 through grade 8. Because this would seem to pose numerous problems in addition to those already indicated by teachers (Table 33), an inquiry was made concerning this situation and responses to this inquiry are presented in Table 34.

Table 34. Levels taught by ABE teachers in one class

Levels		Number	Percent
Various combinations of Levels I, II, and III		67	49
III		24	18
II		25	19
I		19	14
	Total	135	100

Inspection of the data in Table 34 indicates that approximately one-half of the teachers must teach more than one level in his or her ABE class. When one considers there are numerous "grades" within each level, the task seems insurmountable. This is supported to some extent by expressions of need for training in this endeavor as indicated in Table 24.

It is recommended that Local Supervisors, when possible, separate students into separate levels within a class. Ideally, under present conditions every class should contain only one level of students. The project staff recognizes that due to the distance between students, it is not always feasible to obtain enough enrollment to divide classes into levels, but the 49 percent multi-level classroom figure can certainly be reduced by greater effort toward achieving the aforementioned goal. The development of instructional systems patterned after the concept of IPI could reduce the problem of multi-level teaching and enhance individualized instruction.

Sources Used in Developing Curriculum

Teachers, from time to time, have indicated a need for assistance in curriculum development. However, very few requests are made to the state department for materials to be used in curriculum planning.[2] Therefore, an attempt was made to determine what sources were being utilized by ABE teachers in curriculum development. These data are summarized in Table 35.

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[2] This information was obtained from Miss Bonnie Hensley, Consultant for Curriculum and Materials in the State Agency for ABE.

Table 35. Sources used by ABE teachers to develop their curriculum content*

Source	Number Rank Order of Importance 1st f	 2nd f	 3rd f	 4th f
Resource material	47	30	12	6
Other teachers	0	15	22	30
Local Supervisor	11	22	26	16
Counselor	2	6	14	29
State Curriculum Guide	36	22	6	15
Student interests	3	0	0	3
Personal materials	0	2	3	2

*Thirty-six did not respond to this question (N=135).

Data in Table 35 indicate that resource materials and the State Curriculum Guide are the two main sources utilized in curriculum development. However, there is nothing to indicate exactly what the "resource materials" are or where they are obtained. This information should be obtained as it would not only assist the State Agency personnel to make future recommendations, but would provide needed information for teachers and administrators in new programs. State Agency personnel should attempt to acquire this information as soon as possible.

CHAPTER IV

THE ABE STUDENTS[1]

The investigation of the ABE students centered on a personal interview and the administration of various tests. It was believed that an accurate description of the students could result from these two methods. This phase of the evaluation was conducted at local centers during regular class hours.

Selection of Sample

A modified stratified random sample was drawn. The decision of the project staff dictated that sampling would be made in program centers in which at least one 150-hour cycle had been completed by January 1, 1969. This procedure involved seventeen program centers (both single and multi-county) throughout the state, but three exceptions were made to this sampling scheme. Two of the centers had discontinued their programs before data could be obtained while the third was not visited due to limitations of time. A sample of 178 students was drawn from the remaining fourteen program centers. Figure 4 illustrates the program center sampling.

Phases of Student Investigation

Before the evaluation team visited a school, the Local Supervisor was notified. In some cases, he informed his teachers of the impending visitation; while in other programs, the teachers were not informed.

After arriving at a local center, the team drew a sample of two students from each classroom by random method. Sometimes it was necessary to utilize the only two students who were in the classroom on that evening.

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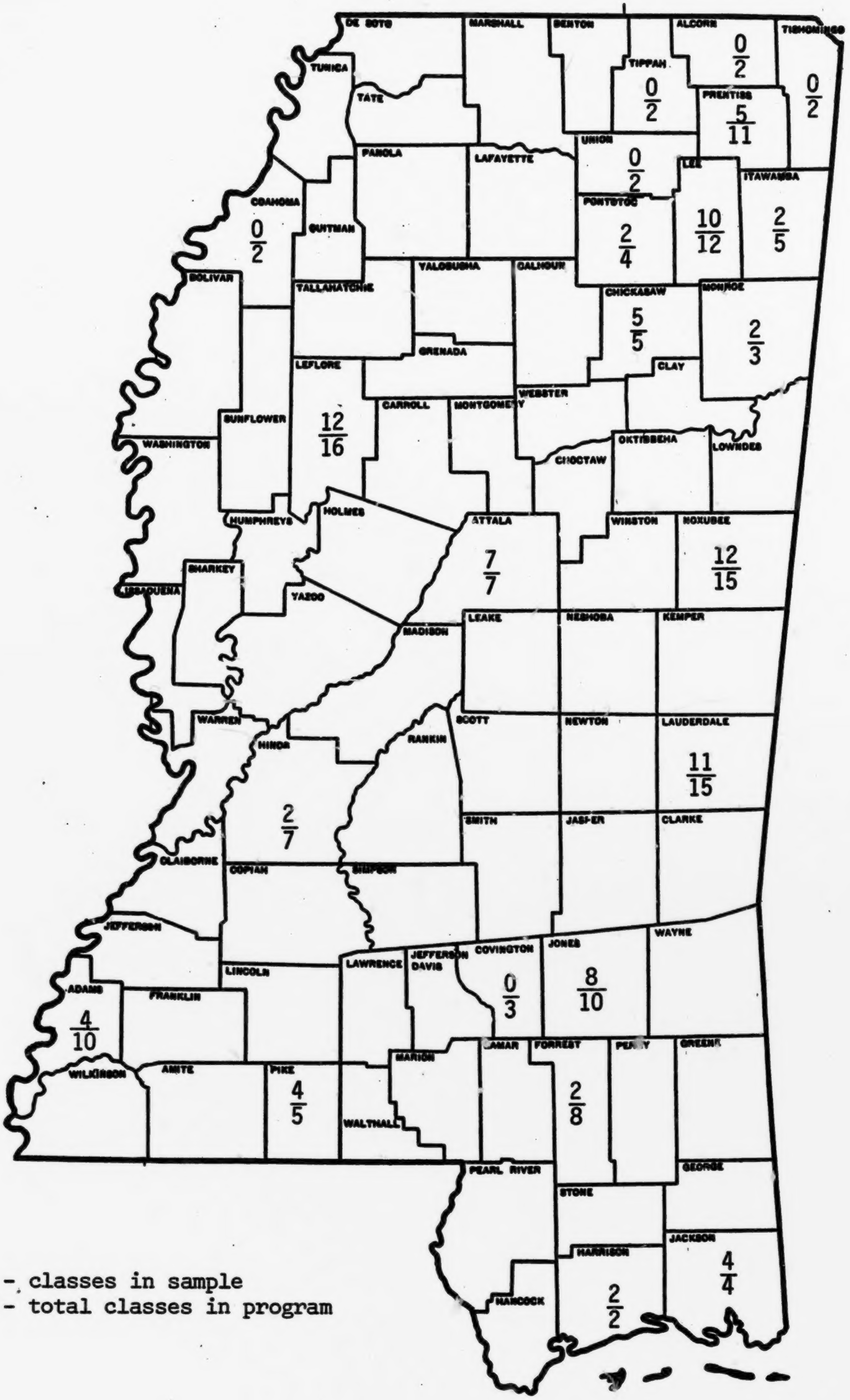
[1] As an aid to the reading of this chapter, the following is offered: Original sample of responding Local Supervisors, N=19. The follow-up sample of responding Local Supervisors, N=11. The original sample of responding teachers, N=135. The follow-up sample of responding teachers, N=107. The student sample, N=178 in all cases.


DE SOTO
MARSHALL
BENTON
ALCORN
0/2
TISHOMINGO
0/2
TIPPAH
0/2
PRENTISS
5/11
TUNICA
TATE
UNION
0/2
PANOLA
LAFAYETTE
LEE
10/12
ITAWAMBA
2/5
COAHOMA
0/2
QUITMAN
PONTOTOC
2/4
BOLIVAR
TALLAHATCHIE
YALOBUSHA
CALHOUN
CHICKASAW
5/5
MONROE
2/3
GRENADA
LEFLORE
12/16
CLAY
WEBSTER
SUNFLOWER
CARROLL
MONTGOMERY
WASHINGTON
OKTIBBEHA
LOWNDES
CHOCTAW
HUMPHREYS
HOLMES
ATTALA
7/7
WINSTON
NOXUBEE
12/15
SHARKEY
ISSAQUENA
YAZOO
MADISON
LEAKE
NESHOBA
KEMPER
WARREN
HINDS
2/7
RANKIN
SCOTT
NEWTON
LAUDERDALE
11/15
SMITH
JASPER
CLARKE
CLAIBORNE
COPIAH
SIMPSON
JEFFERSON
LINCOLN
LAWRENCE
JEFFERSON DAVIS
COVINGTON
0/3
JONES
8/10
WAYNE
ADAMS
4/10
FRANKLIN
WILKINSON
AMITE
PIKE
4/5
MARION
WALTHALL
LAMAR
FORREST
2/8
PERRY
GREENE
PEARL RIVER
STONE
GEORGE
HARRISON
2/2
JACKSON
4/4
HANCOCK

$\underline{0}$ - classes in sample
$\overline{0}$ - total classes in program

Figure 4. Numbers of classes in programs included in the sample for student data collection

The first phase of the student investigation consisted of a personal interview. A structured interview guide designed by the project staff was used to secure biographical and socio-economic data. Also obtained were student appraisals of the ABE program such as reasons for attending, difficulty of subject matter, evaluation of teacher effectiveness, and the most satisfactory aspects of the program.

Training of Staff for Administration and Scoring Student Evaluation Instruments

A week of intensive training was given to the staff. The proficiency examination for administering the Gray and Gilmore Tests consisted of scoring passages read by ABE students. At least three passages were utilized in each proficiency testing. The criteria for proficiency included timing within two seconds of the actual time involved in the reading; and, identifying and recording errors within two of the number committed by the readers. A tape recorder was utilized for this activity. Twelve additional part-time staff assistants were trained and required to pass the proficiency examination before being assigned to collect student data.

Personal Data

Certain characteristics of the participants in the program were examined and from the data a profile of the ABE student in Mississippi may be created. The material presented in the following tables hopefully will provide some systematic information about the student that will be of benefit to the ABE teachers, counselors, and supervisors in the local programs.

Age and Sex

In initial conversations with local ABE personnel, the evaluation staff received the impression that older females dominate the student population. Information secured on the age range and sex of ABE students is presented in Table 36.

Table 36. Age range and sex of ABE students

Age Range	Male (f)	Percent	Female (f)	Percent	Total (F)	Percent
Over 62	2	6	6	4	8	4
51-61	7	20	25	17	32	18
40-50	10	29	28	20	38	21
29-39	4	11	38	27	42	24
18-28	12	34	46	32	58	33
Total	35	100	143	100	178	100

It is apparent that male students are outnumbered four to one by the females. The age bracket 29-39 years especially indicates the predominance of females in the program as compared to the males. It is of interest to hypothesize reasons for this occurrence. Fifty-seven percent of the students are less than forty years of age. This group normally will have many years in which to utilize the education they are now receiving.

Age and Race

Data were obtained to determine if a relationship exists between the variable of age and race. These are summarized in Table 37.

Table 37. Age and race of ABE students

Age Range	Non-white	White	Total
Over 62	8	0	8
51-60	31	1	32
40-50	32	6	38
29-39	35	7	42
18-28	46	12	58
Total	152	26	178
$\chi^2 = 6.6561$	4df	Probability > .05	

There is no significant relationship between age and race in this sample. The proportion of whites or non-whites to the total number of students enrolled in the program tends to remain the same over all age groups. However, it can be noted that there is an approximate ratio of six non-whites to one white.

Marital Status

Respondents were asked to indicate their marital status in order to determine whether or not there is a preponderance of married persons participating in the program. Such information would be helpful in designing a curriculum adequate to meet the needs of the students. These data are shown in Table 38.

Table 38. Marital status, by sex, of ABE students

Marital status	Male	Female	Total	Percent
Divorced-separated	0	14	14	9
Widow or widower	2	16	18	10
Married	25	86	111	62
Single	8	27	35	19
Total	35	143	178	100

Sixty-two percent of the respondents are married; therefore, recognition and provision for their special needs should be made as well as for those found in other categories.

Number in Family and Number of Dependents

One reason often stated for the lack of educational attainment is pressure of home and family responsibilities as indicated by the number in the family. Since it was known that the extended family arrangement is found frequently among persons of the socio-economic level generally served by ABE, information was also secured on the total number of dependents of each student. These data are presented in Tables 39 and 40. It is of interest to note that fifty-eight percent of the students have five or less in the family; seventy-two percent have five or less dependents.

Table 39. Number in family of ABE students by race

Number in family	Non-white (f)	White (f)	Total (F)	Percent (F)
10 or more	12	1	13	7
9	5	0	5	2
8	14	0	14	8
7	20	3	23	13
6	17	2	19	11
5	20	3	23	13
4	16	3	19	11
3	16	10	26	15
2	21	4	25	14
1	11	0	11	6
Total	152	26	178	100

Table 40. Number of dependents of ABE students by race

Number of dependents	Non-white (f)	White (f)	Total (F)	Percent (F)
No response	20	2	22	12
10 or more	5	0	5	2
9	1	1	2	1
8	1	0	1	1
7	9	1	10	5
6	8	1	9	4
5	12	2	14	8
4	15	1	16	9
3	16	5	21	12
2	14	7	21	12
1	32	5	37	23
0	19	1	20	11
Total	152	26	178	100

Status of Students' Health

Another problem listed by teachers as a reason why students discontinue attending classes is that of health and illness. Students were asked to indicate the general status of their health during the past three years. Their responses are summarized in Table 41.

Table 41. Perception by students of the general state of their health during past three years*

Age Range	State of Health Poor c_1	 Fair c_2	 Good c_3	 Excellent c_4	Total
Over 62(r_5)	1	2	4	1	8
51-61(r_4)	2	10	16	4	32
40-50(r_3)	3	12	18	5	38
29-39(r_2)	1	11	22	8	42
18-28(r_1)	4	7	38	9	58
Total	11	42	98	27	178

$\chi^2 = 6.121$ 4 df $P. > .10$

*Columns c_1-c_2 and c_3-c_4 were combined for analysis.

There is no relationship between age and self-reported state of health. Although most students listed their state of health as good to excellent, thirty percent indicated they had been in less than good health. This supports the opinion of teachers that health is a problem with some ABE students, and strengthens the recommendation made earlier in this study that procedures for referrals and handling of health problems should be clarified and implemented at all levels of the ABE program. It is also obvious the only students interviewed were those attending class. Presumably, there exist potential students who enjoy less than good health.

Educational Data

Data pertaining to educational characteristics of the students were analyzed to determine their present status and to attempt to identify any trends which may be developing. These trends could provide direction for the planning of future activities in ABE, particularly those which are proposed on a long-term basis.

Education of Parents

In order to compare the educational level of the students with that of their parents, students were asked to indicate the amount of education parents had achieved. Their responses are presented in three classifications in Tables 42, 43, and 44. Fifty-eight percent of the respondents did not know the amount of education attained by their parents. It is interesting to note that in both number and percent, the younger the respondent the less likely he is to know the educational level of his parents.

Table 42. Level of education attained by parents of ABE students

	Level of Education Attained					
Parent	None	1-4 Years	5-8 Years	High School	Don't Know	Total
Father	33	33	32	15	65	178
Mother	22	25	66	26	39	178

Table 43. Level of education attained by father of ABE students by age

		Level of Education Attained				
Age Range	None	1-4 Years	5-8 Years	High School	Don't Know	Total
Over 62	3	2	0	0	3	8
51-61	11	5	4	3	9	32
40-50	9	8	4	2	15	38
29-39	7	10	9	2	14	42
18-28	3	8	15	8	24	58
Total	33	33	32	15	65	178

Table 44. Level of education attained by mother of ABE students by age

		Level of Education Attained				
Age Range	None	1-4 Years	5-8 Years	High School	Don't Know	Total
Over 62	3	2	1	0	2	8
51-61	10	6	4	3	9	32
40-50	3	6	13	6	10	38
29-39	4	5	20	5	8	42
18-28	2	6	28	12	10	58
Total	22	25	66	26	39	178

Highest Grade Completed before ABE

The next step in trying to identify a trend was to determine what grade level the respondents had attained before enrolling in ABE. This information is summarized by age in Table 45.

Table 45. Highest grade completed by ABE students prior to enrollment in the program*

Grade Attained	Analysis Grouping	Age Range					Total
		18-28 c_1	29-39 c_2	40-50 c_3	51-61 c_4	Over 62 c_5	
12	IV	0	1	1	0	0	2
11		14	1	1	2	0	18
10		15	7	1	4	0	27
9		13	11	2	1	0	27
8	III	7	5	8	7	1	28
7		7	7	5	3	1	23
6	II	1	3	1	4	1	10
5		0	4	3	3	0	10
4		1	3	5	3	0	12
3	I	0	0	5	2	1	8
2		0	0	3	1	1	5
1		0	0	1	1	3	5
0		0	0	2	1	0	3
	Total	58	42	38	32	8	178

$\chi^2 = 64.93$ 9df P. < .001

*Columns c_4-c_5 were combined for analysis.

There is a significant negative relationship between the age of the ABE student and the highest grade completed in school prior to enrollment in ABE. Seventy-two percent of the 18-28 age group had attended high school, but none of those over 62 years of age had received any high school education. It was indicated that only three of the respondents had not attended any school compared to 33 fathers and 22 mothers who had no schooling, plus others who are possibly included in the "unknown" status.

Educational Activities of Children

The ABE students were asked to state how many of their children now are attending school, how many have graduated from high school, and how many have graduated from college. Responses to these questions are as follows: ninety-two children are now enrolled in school; thirty-nine have graduated from high school; and seven have graduated from college.

Time Between Last Formal Schooling and ABE

Those who have been out of school for a period of time do not often return to a formal learning situation where they have already experienced failure. Therefore, the project staff deemed it important to determine how long the students had been away from school before enrolling in ABE. These data are shown in Table 46.

Table 46. Number of years since ABE students were in school

Number of Years	Age Range					Total
	18-28	29-39	40-50	51-61	Over 62	
Over 18	0	21	35	32	5	93
16-18	1	7	0	0	0	8
13-15	2	8	0	0	0	10
10-12	7	2	1	0	0	10
7-9	4	1	0	0	0	5
4-6	21	2	0	0	1	24
1-3	23	1	2	0	2	28
Total	58	42	38	32	8	178

As indicated by the data, sixty-three percent of the respondents have been away from school for 15 years or more before enrolling in the ABE program. Twenty-nine percent have been out of school for six years or less. It may be feasible to consider these data in the initial placement of students.

Reason for Original Failure to Complete Schooling

A way to attack the "chain of illiteracy" is to become aware of the original causes of ABE students' leaving elementary or high school so that steps may be taken to attempt the alleviation of the problems. The ABE students were asked to indicate why they had left school. Their responses are presented in Table 47.

Table 47. Reasons ABE students stopped attending public school

Reason	Male (f)	Female (f)	Total (F)
Early marriage	10	44	54
Financial problems	11	35	46
No transportation	3	14	17
Lack of interest	2	13	15
Pregnancy	0	8	8
Personal illness	1	6	7
Other	7	20	27
No response	1	3	4
Total	35	143	178

The problem of early marriage accounts for thirty percent of the students' failure to have continued their education. Twenty-six percent felt they could not afford the cost or had to go to work. Lack of transportation was listed as the third most important reason.

Causes of ABE Student Drop-Outs

As indicated previously in this report, the retention rate of students in the ABE program in Mississippi has varied in past years from 50 percent to 70 percent. This problem of student drop-outs seems to be common both regionally and nationally as indicated by the amount of publicity that it receives.

Since the classroom teacher has the most personal contact with the students, their opinions were sought as to why students stop attending ABE classes. Their responses are presented in Table 48.

Table 48. Reasons expressed by teachers why students stop attending ABE classes

Reason	Order of Importance 1st (f)	 2nd (f)	 3rd (f)
Job change or conflict	39	14	14
No transportation	22	16	10
Lack of interest	12	8	18
Outside responsibilities	7	14	8
Illness or health	5	8	8
Change of residence	3	8	2
Other	11	21	14
No response	8	18	33

Most of the reasons given by teachers for student drop-outs do not appear to be attributed to inadequacies of the program but rather to factors which are occupational or personal in nature.

A greater effort by the State Agency in coordinating the transfer of students from one program to another may be indicated in view of the fact that job change is listed as a prominent reason for discontinuing attendance. This job change may involve a change in location or a different schedule, for which another class may be available to the student. Such situations should be investigated and if the need exists, procedures developed for facilitating the changes.

It is a regrettable situation that lack of transportation, as in previous years, still remains a critical cause of a student's inability to secure an education. Table 49 shows that thirty-eight percent of the students do not have cars. As has been indicated earlier in this study, investigation as to how the program may be made more accessible to persons most in need is urgently needed.

Table 49. Number of students who have an automobile

Age Range	Yes	No	No data	Total
Over 62	3	5	0	8
51-61	20	11	1	32
40-50	26	12	0	38
29-39	26	15	1	42
18-28	31	26	1	58
Total	106	69	3	178

Teachers' Suggestions for Classroom Improvement

Teachers were asked to suggest improvements in classroom procedures to meet the interests and needs of the students. Table 50 lists these suggestions.

Table 50. Teachers' suggestions for improvement of the classroom procedures

Suggestions	Number Responses
Broaden the variety of teaching materials and activities	34
Increase individual attention	13
Teach on student's level	12
Offer students a stipend	9
Provide transportation	8
Stress importance of school	8
Make use of teacher's aides	6
Make school a full-time activity	5
Others	18
Total	113*

*Each teacher did not give the same number of suggestions.

Reasons for Enrolling in the ABE Program

As an aid in recruiting other students, those in the sample were asked why they had enrolled in the ABE program. These data are summarized in Table 51.

Table 51. Reasons why students enrolled in the ABE program

Reason	Non-white (f)	White (f)	Total (F)	Percent
Learn to read and write	72	7	79	44
Get a better job	47	10	57	32
Get a job	14	3	17	10
Encourage children	8	3	11	6
Be around people	4	0	4	2
Get out of house	2	1	3	2
Others reasons	5	2	7	4
Total	152	26	178	100

Since students appear to be most interested in learning to read and write or improving themselves vocationally, there is some cause for concern as to their expectations from the program. It is possible that learning to read and write, or to perform these skills better, may be helpful in attaining a better job, but there is little demand in the labor market for those with an eighth grade education or its equivalent. This supports the great need for the continuance of the program into the high school equivalency phase. The State Agency should assume more responsibility in increasing the number of opportunities for participants in the high school program and in increasing the quality of the overall program in Mississippi. Concerted effort should be exerted in securing more assistance from the Federal government for this phase of adult education.

Initial Grade Placement of ABE Students

Data on initial grade placement were acquired from the students' cumulative record folders and are summarized in Table 52. The need is indicated for greater efficiency in keeping the folders up-to-date since fifteen percent did not show the data needed.

Table 52. Initial grade placement of students in ABE program by age*

Grade Levels	Age Range 18-28 c_1	29-39 c_2	40-50 c_3	51-61 c_4	Over 62 c_5	Total
9-10(r_6)	~~0~~ 10	~~1~~ 3	~~3~~ 1	~~10~~ 0	0	14
7-8(r_5)	~~1~~ 11	~~4~~ 6	~~6~~ 4	~~11~~ 1	0	22
5-6(r_4)	~~13~~ 14	~~11~~ 17	~~17~~ 11	~~14~~ 13	1	56
3-4(r_3)	~~15~~ 12	~~13~~ 8	~~8~~ 13	~~12~~ 13	1	47
0-2(r_2)	~~2~~ 2	~~3~~ 2	~~2~~ 3	~~2~~ 2	4	13
No data(r_1)	~~3~~ 9	~~6~~ 6	~~6~~ 6	~~9~~ 3	2	26
Total	~~32~~ 58	~~38~~ 42	~~42~~ 38	~~58~~ 32	8	178

$\chi^2 = 19.77$ 12 df $P. < .10$

*Columns c_4-c_5 were combined for analysis. R_1 not used in the analysis.

A trend between initial grade placement and age of the students seems to exist. Sixty-five percent of the students are placed initially at the 0-6 grade level. The younger the respondent, the greater is the probability he will be placed in this level. The exception to this trend is to be noted in the age group over 62, of whom the total number are placed also in the 0-6 level.

These test scores cannot be equated in value because various tests are employed over the state for which few correlations have been determined. Another weakness is the lack of information as to the validity of the data. Few of the tests are accompanied by validation studies. Half of the teachers state that placement tests do not indicate correctly the level of materials to be used. Table 53 presents these data.

Table 53. Teachers' experience in the ability of placement tests to correctly indicate level of materials to be used

Comment		Number Responses
Favorable		52
Unfavorable		51
No response		4
	Total	107

At present local personnel may select whatever tests they desire with a hetereogeneous mixture resulting. More meaningful data could be obtained if agreement were obtained on the choice of one or possibly two placement tests.

Students' Opinions of How They Learn Best

Since the ABE student possesses characteristics different from those of other students, he likely differs also in processes of learning. It was felt advantageous for the teacher to know how the student perceives he learns most efficiently. The responses are shown in Table 54.

Seventy-five percent of the students indicate that reading is the method, basically, by which their learning takes place. The data vividly illustrate the indispensability of individualized methods of instruction and techniques of reading to improve skills and comprehension.

Table 54. Student perceptions as to how he learns most effectively

Method	Male (f)	Female (f)	Total (F)	Percent
Read by myself	9	47	56	31
Read myself; then teacher explains	6	38	44	25
Read and practice	9	24	33	19
Have teacher explain	8	24	32	18
Have class discussion	1	5	6	3
Other methods	2	5	7	4
Total	35	143	178	100

Students' Perceptions of Difficulty of Various Subjects

When decisions of curriculum content and time allotments are arrived at judiciously, information as to the opinions of the students on the difficulty of various subjects may be a valuable contribution. The ABE students were asked to compare the difficulty of several subjects of the curriculum. Their ratings, by age groups, are listed in Table 55.

Analysis of difficulty of subject matter was also made according to the race and sex of the students. Considering the three categories of age, race and sex, the following resume' is offered :

> Arithmetic is considered overall to be slightly more difficult than spelling, but it appears less difficult than spelling for males and non-whites and for the 40-50 year age group. Twice as many students perceive arithmetic as being more difficult than reading, with arithmetic being chosen more frequently by non-whites. Those over 62 rate arithmetic and writing as equally difficult.

Spelling is perceived to be more difficult than reading or writing for all categories of students with the exception of those over 62. This group feels that writing is more difficult than spelling.

In general, the students perceive reading to be more difficult than writing; exceptions are the age group over 62 and the 40-50 year olds.

Table 55. Difficulty of various subjects*

Subjects Compared For Difficulty	Age Range					
	18-28	29-39	40-50	51-61	Over 62	Total
Arithmetic	29	26	13	22	6	96
to						
Spelling	29	14	24	8	2	77
Arithmetic	39	31	22	23	8	123
to						
Reading	18	9	16	8	0	51
Arithmetic	45	29	21	18	4	117
to						
Writing	11	12	16	11	4	54
Spelling	39	32	29	24	7	131
to						
Reading	18	8	8	6	1	41
Spelling	46	33	29	22	2	132
to						
Writing	10	8	8	7	5	38
Writing	17	20	22	11	5	75
to						
Reading	38	21	15	18	3	95

*For example, of the 58 persons in the 18-28 age range, 29 thought arithmetic more difficult than spelling; whereas,29 thought spelling more difficult.

Teachers were requested to assess achievement differences to be expected among the three levels. Table 56 reports the differences expected in Level I from Level II, and Table 57 in Level II from Level III.

Table 56. Differences expected in the level II student from the level I student

Subject	Achievement	Number
Reading:		
	Reads better with comprehension	63
	Recognizes more words with better pronunciation	16
	Reads faster	7
	Other	4
	No response	20
Spelling:		
	Spells more difficult words and better pronunciation	36
	Recognizes letter sounds and syllables	23
	Spells longer words	15
	Uses dictionary	4
	No response	29
Arithmetic:		
	Can add, subtract, multiply, and divide	52
	Solves more advanced problems	16
	Works some fractions and decimals	9
	Works easy reading problems	7
	No response	25

Teachers mention most frequently improved skills in reading, spelling and arithmetic as probable outcomes of the ABE program. Better oral communication and language improvement are also noticeable. The data presented in Tables 56 and 57 clearly indicate the necessity of the formulation of pertinent and concise behavioral objectives.

Table 57. Differences expected in level III student from level II student

Subject	Achievement	Number
Reading:		
	Reads with comprehension and expression	52
	Reads faster	6
	Reads more on his own	6
	Other	15
	No response	39
Spelling:		
	Spells longer words	25
	Understands meaning of words	14
	Better ability to use dictionary	14
	Other	18
	No response	45
Arithmetic:		
	Has mastered basic fundamentals	27
	Works with fractions, percents and formulas	22
	Works some algebra and geometry	12
	Other	7
	No response	48

Ability of Students to Study at Home

A problem listed by ABE teachers is that students do not spend enough time doing their homework. The teachers believe this not only limits the amount of work that can be accomplished, but decreases the retention of the subject matter by the students. The students were asked if they could study at home, and if so, how much time they spend on homework.

Of the 178 students sampled, 165 indicated that they were able to study at home. The amount of time they spend studying is presented in Table 58.

In contrast to teachers' opinions, most ABE students report studying at home. Only eight percent do not spend any time on homework. This information apparently indicates that homework may be assigned with reasonable expectations of its accomplishment.

Table 58. Amount of time spent studying at home by ABE students

Minutes per day	Number	Percent
More than 60	63	35
31-60	72	40
Less than 30	30	17
None	13	8
Total	178	100

Feelings of Students About ABE

Speculation was made that if the present classroom experiences were similar to former learning situations in which the students have already failed, the success of the program could be greatly limited. Therefore, students were asked to compare the ABE class with the public school class they had attended previously. Of the 173 who responded to this question:

1. Nineteen percent feel ABE classes are very much like their former school classes;
2. Forty-five percent indicate that their ABE classes are somewhat similar to their former school classes;
3. Thirty-six percent believe that the ABE classes are very different from their former school classes.

It appears that differences are more apparent than the similarities.

Satisfactions of Students in ABE

A student may be enrolled in ABE for a number of reasons, and he may remain in the program because some particular need is being met. If the greatest satisfactions of students could be identified, then the strengths of the program, in the students' opinions, could also be determined. Data pertaining to the greatest satisfactions of students are summarized in Table 59.

Table 59. Greatest satisfaction from attending ABE classes by age

Satisfaction	18-28 (f)	29-39 (f)	Age Range 40-50 (f)	51-61 (f)	Over 62 (f)	Total (F)
Learning	21	14	11	6	2	54
Arithmetic	8	9	4	10	1	32
Everything	7	4	1	3	2	17
Reading	0	4	8	1	2	15
Finishing my education	3	2	4	5	0	14
Seeing friends	0	1	5	2	0	8
Classroom activities	4	2	1	1	0	8
Other	15	6	4	4	1	30
Total	58	42	38	32	8	178

Although almost one-third of the participants indicate that their greatest satisfaction in ABE is simply "learning", a substantial number list "arithmetic". Apparently, this latter group enjoys working with numbers, particularly when learning how to manipulate them correctly. Teachers should seek to utilize this source of satisfaction and incorporate it into the curriculum whenever feasible to do so.

A closely-related question pertaining to what students would miss most if the ABE program were dropped was also asked. The responses again emphasize "learning", "arithmetic", and "everything" as the three most important categories, indicating congruence between their present satisfactions and what they would miss most should the program be terminated.

Changes Desired in the ABE Program

Students were asked to indicate any changes they would prefer in the present ABE program. These data are shown in Table 60.

Table 60. Changes desired by students in the ABE program

Kind of Change	Number	Percent
None	115	62
Have more classes	16	9
Include vocational training	8	4
Change meeting time	6	3
Other	33	22
Total	178	100

It can be seen that few students wish to change the program. When asked what changes they would like, many students expressed immediate concern about what changes the interviewer had in mind. They were most anxious about changes which might reduce or eliminate any aspects of the program. It is likely that their lack of exposure to other educational programs limit their ability to offer suggestions for changes and improvements.

Future Educational Plans

One hopeful result of involving students in the ABE program is to stimulate their interest in continuing their education. Students were asked to indicate if they plan to complete Level III of ABE and what they plan to do after leaving the program. One hundred and seventy-three anticipate the completion of Level III. Data pertaining to students' plans for the future are summarized in Table 61.

Table 61. Future plans of ABE students

Plans			Age Range			
	18-28 (f)	29-39 (f)	40-50 (f)	51-61 (f)	Over 62 (f)	Total (F)
Uncertain	12	8	15	12	5	52
G.E.D. Program	15	12	13	8	3	51
Get a job	10	9	4	3	0	26
Go to college	6	3	1	1	0	11
Keep learning	2	3	1	1	0	7
Other	10	4	4	4	0	22
No data	3	3	0	3	0	9
Total	58	42	38	32	8	178

Although a majority of the students indicate future plans which are educational or vocational in nature, a number of them have no specific plans at this time. This presents a challenge to the teacher, the counselor, and the Supervisor to encourage these students, particularly those in the younger age brackets, to continue their formal education. To those who have vocational plans, it should be stressed that it is unlikely they will be able to secure much better employment at the end of Level III than before. The minimum of a high school education should be the objective of those who have most of their productive years before them.

Activities of ABE Students

Mass Media Communication Activities

In order to compare the potential effectiveness of different kinds of media for recruitment purposes, students were asked to indicate the media to which they were most exposed. These data are presented in Table 62.

Table 62. Kinds of mass media owned by ABE students

Kind of Media	Number	Percent
Television	164	92
Radio	156	88
Newspaper	86	48

Because of the number of television sets and radios owned, it appears they would be most effective in reaching prospective students. As stated earlier in this study, these media should be utilized for both recruiting and public relations work of state and local administrators.

Students were also asked how much time they spend watching television. Their responses are shown in Table 63.

Table 63. Amount of time spent watching television by ABE students

Hours per Day	Age Range 18-28 (f)	29-39 (f)	40-50 (f)	51-61 (f)	Over 62 (f)	Total (F)
Over 4	10	1	3	0	1	15
3-4	12	9	5	4	0	30
1-2	14	19	14	13	4	64
Less than 1	18	11	16	12	2	59
No data	4	2	0	3	1	10
Total	58	42	38	32	8	178

Although a majority of students watch television at least an hour daily, it was not determined when or what they watch. It is interesting to note that as age increases, the amount of time spent watching television decreases somewhat.

How Students Became Aware of ABE Program

Knowledge of the means by which present students learned about ABE could provide helpful information for future recruiting. These sources are shown in Table 64.

Table 64. Sources through which students became aware of ABE program

Source	Number	Percent
Friends or neighbors	74	41
Family	17	10
Employer	16	9
Bulletin sent from school through children	16	9
Church	10	6
Newspaper	7	4
Other	37	21
No data	1	1
Total	178	≈100

The data seem to support the idea that "ABE students themselves are the best recruiters for the program". Mass media appear to be relatively unimportant for recruitment purposes, but possibly should be used for public relations.

Attendance at Church Related Activities

Local Supervisors indicate that the schedule of ABE classes is established frequently around church activities in the local community. Data pertaining to attendance of students at church related activities is summarized in Table 65.

Table 65. Frequency of attendance at church or church related activities by ABE students

Frequency	Age Range 18-28 (f)	29-39 (f)	40-50 (f)	51-61 (f)	Over 62 (f)	Total (F)
Two or more times a week	9	10	10	8	2	39
Once a week	28	16	22	16	5	87
Twice a month	9	5	3	7	0	24
Once a month	6	7	2	1	1	17
A few times a year	6	3	1	0	0	10
Never	0	1	0	0	0	1
Total	58	42	38	32	8	178

Since eighty-four percent of the students attend church and church-related activities twice or more a month, it is sensible to consider this fact when scheduling classes. This interest may also be utilized within the classroom. Learning to read the Bible is a common goal among ABE students, and can be employed as a motivational device.

Membership in Clubs and Organizations Other than Church-Related

This aspect of community activities could also have influence upon attendance in ABE classes. These data are presented in Table 66.

The church is the most powerful group influence in the lives of these students. Seventy percent do not belong to an organized activity outside of the church.

Table 66. Membership of ABE students in clubs or organizations other than church-related

Age range		Yes	No	Total
Over 62		4	4	8
51-61		13	19	32
40-50		17	21	38
29-39		12	30	42
18-28		7	51	58
	Total	53	125	178

Frequency of Visiting Relatives and Friends

Previous data indicated the importance of family and friends in recruitment of ABE students. Information was requested on the frequency of students' visits and is presented in Tables 67 and 68.

Table 67. Frequency with which ABE students visit relatives in their homes

Frequency	Age Range of Participants 18-28 (f)	29-39 (f)	40-50 (f)	51-61 (f)	Over 62 (f)	Total (F)
At least once a week	47	24	19	13	2	105
Twice a month	6	6	5	9	2	28
Once a month	2	5	5	3	2	17
Once every 3 months	1	4	3	4	1	13
About once a year	1	2	5	2	1	11
Never	1	0	1	1	0	3
No data	0	1	0	0	0	1
Total	58	42	38	32	8	178

Table 68. Frequency with which ABE students visit friends in their homes

Frequency	Age Range of Participants 18-28 (f)	 29-39 (f)	 40-50 (f)	 51-61 (f)	 Over 62 (f)	Total (F)
At least once a week	41	22	20	17	7	107
Twice a month	7	9	6	10	0	32
Once a month	6	8	7	3	1	25
Once every 3 months	4	0	2	2	0	8
About once a year	0	1	0	0	0	1
Never	0	1	3	0	0	4
No data	0	1	0	0	0	1
Total	58	42	38	32	8	178

The data indicate there is apparently a high level of congeniality existing as evidenced by frequency of visitation by students of both family and friends. Seventy-three percent visit relatives at least twice each month, while seventy-eight percent visit friends at this rate. The importance of these data for recruitment purposes should not be minimized. The possibility also exists that the number of visits could be a hindrance to attendance at ABE classes.

Length of Time Lived in Local Community

Before a person can become a functioning member of a community, he usually has to live there several years to become acquainted with the people and problems. An attempt was made to determine how long ABE students had lived in their local communities. Of the 178 students only ten have lived most of their lives in communities other than the one in which they now reside. This indicates that ABE students in this sample are a relatively stable population. This evidence is contrary to what many believe to be true about ABE students in general.

Desire to Move From Local Community

Even though students may have lived most of their lives in their local community, it was felt important to determine if they would leave the community if given the opportunity. Seventy-seven percent state they do not wish to leave, indicating their tendency to identify with their local communities. Of those who desire to move, the majority want to be closer to a larger town or city in order to increase job opportunities. Others want to improve the quality of their housing, regardless of where it may be located.

Number of Students Registered to Vote

One indication of concern for one's community is whether an individual is registered to vote. Data pertaining to number of ABE students who are registered to vote are summarized in Table 69.

Table 69. Number of registered voters among ABE students

Age Range	Yes (f)	No (f)	No data (f)	Total (F)
Over 62	8	0	0	8
51-61	32	0	0	32
40-50	33	5	0	38
29-39	36	5	1	42
18-28	16	42	0	58
Total	125	52	1	178

Seventy-one percent of ABE students are registered voters. Eighty-seven percent of those who are not registered are in the 18-28 age bracket, with many probably not qualifying because of age.

Number of Students Who Voted in 1968

Students were asked if they voted in the 1968 Presidential election. Their responses are shown in Table 70.

Table 70. Number of ABE students who voted in the 1968 Presidential election

Age Range	Yes (f)	No (f)	No data (f)	Total (F)
Over 62	8	0	0	8
51-61	28	4	0	32
40-50	27	10	1	38
29-39	33	7	2	42
18-28	8	45	5	58
Total	104	66	8	178

It is noteworthy that eighty-three percent of the ABE students who were registered reported taking part in the 1968 election. This rate is particularly outstanding in view of the national rate of participation of those eligible to vote of only sixty-nine percent.

Frequency of Home Ownership

Another identification with the community comes through home ownership. The number of students who own their homes are shown in Table 71.

Approximately half of the students own their homes. Forty-three percent of those who rent are in the younger age bracket of 18-28, where ownership would least be expected. The data indicating the high rate of stability, as evidenced by length of community residence, voting activity and home ownership of the ABE student in Mississippi may be surprising to many readers.

Table 71. Frequency of home ownership by ABE students

Age Range		Own (f)	Rent (f)	No data (f)	Total (F)
Over 62		6	2	0	8
51-61		22	9	1	32
40-50		25	12	1	38
29-39		15	23	4	42
18-28		19	34	5	58
	Total	87	80	11	178

STUDENT EMPLOYMENT DATA

Annual Income and Occupational Status

Only six percent of the participants in the ABE program receive four thousand dollars ($4000) or more annually. However, nineteen percent of the white students are in this category compared to four percent of the non-white group. Fifty-six percent of the non-white respondents have an annual income of less than two thousand dollars ($2000) while only nineteen percent of the white students are found in this level. The data pertaining to the income level of the students are summarized in Table 72.

Table 72. Annual income level of ABE students

Income level	Non-white (f)	Percent	White (f)	Percent	Total (F)	Percent
$4,000 and over	6	4	5	19	11	6
3,000 - 3,999	21	14	10	38	31	17
2,000 - 2,999	37	24	6	23	43	24
1,999 or less	85	56	5	19	90	51
No data	3	2	0	0	3	2
Total	152	100	26	100	178	100

If we can assume these students are representative of all undereducated Mississippi adults, these data are testimony that there are a large number of economically deprived persons living in our state who are in great need of an adequate education.

Related to the low economic status of ABE students is their relatively low occupational status. Few of the jobs held by them require skilled labor. Since it was pointed out earlier that seventy-six percent of the sample are Negro females, it is not surprising that twenty-eight percent of the students are employed in maid service and housework, an occupation traditionally known to be open to them. The lack of industrial development in the state is apparent in the small number (twelve percent) of factory workers, but it is interesting to note that this exceeds the five percent who are now engaged in farming. Table 73 indicates the work experience of the students.

Table 73. Occupational status of students

Occupation	Male (f)	Female (f)	Total (F)	Percent
Maid or housework	0	50	50	28
Factory worker	7	14	21	12
Clerical worker	3	13	16	9
Repairman	1	11	12	7
Unskilled worker	4	8	12	7
Restaurant employee	0	12	12	7
Housewife	0	10	10	6
Farm laborer or farmer	2	7	9	5
Custodial worker	4	4	8	4
Skilled worker	4	3	7	4
Truck driver	3	2	5	3
Teacher's aide	2	3	5	3
Construction worker	3	0	3	2
Baby sitter	0	3	3	2
Store clerk	0	2	2	1
Service station attendant	1	0	1	1
Businessman	1	0	1	1
No data	0	1	1	1
Total	35	143	178	100

With over half of the respondents receiving an annual income of less than two thousand dollars ($2000) combined with the unskilled work status of nearly the total number, the immense need for the ABE program is vividly demonstrated. Many of these students cannot be trained for better jobs until they have been taught basic educational skills. ABE teachers must also be aware of other areas of deficiency generally associated with low socio-economic levels, such as health problems and inefficient handling of income. Therefore, knowledge of proper health problem referrals, as well as effective consumer education, are essential in attempting to help alleviate these problems.

The ABE students are to be commended for class attendance which for the most part takes place after a day of demanding physical activity. We believe that this is indicative of their intense desire to improve their status through this channel of education which has so recently been made available to them.

Unemployment Figures and Present Work Status

Generally accompanying an unskilled work status is a high rate of unemployment. The records indicate that the ABE students are no exception to this correlation because during the past twelve-month period, almost half were unemployed. Twenty-eight percent were out of work for more than six months, and twenty percent for six months or less. Over the previous three years the picture is even more depressing with a fifty-six percent rate of unemployment. These data are presented in Tables 74 and 75.

Table 74. Amount of time students were unemployed during last 12 months

Amount of Time		Number	Percent
More than 6 months		49	28
6 months or less		35	20
None		89	50
No data		5	2
	Total	178	≈100

Table 75. Amount of time students were unemployed during last 36 months

Amount of Time	Number	Percent
31-36 months	32	18
25-30 months	16	9
19-24 months	6	3
12-18 months	11	6
7-12 months	17	9
6 months or less	19	11
None	71	40
No data	6	3
Total	178	≈100

Data, as presented in Table 76, indicate that at the present time only fifty-five percent of the students are employed full time.

Table 76. Student work status

Status	Number	Percent
Full time	98	55
Part time	33	19
Unemployed	38	21
Unclassified	9	5
Total	178	≈100

Students Receiving Public Assistance

Although seventy-four percent of the respondents receive less than three thousand dollars ($3000) annually, the poverty level established by the Federal government, eighty-four percent of these students are not getting public assistance.

A coordinated approach utilizing all agencies concerned with the problem of deprivation and poverty should be initiated as speedily as possible. Table 77 presents the information on the number of students receiving public assistance, and Table 78 indicates the amount of time students have received this assistance in the past 12 months.

Table 77. Students receiving public assistance at present

Category		Number	Percent
Yes		24	13
No		149	84
No data		5	3
	Total	178	≈100

Table 78. Amount of time students have received public assistance in the past 12 months

Months		Number	Percent
7 - 12		14	8
1 - 6		4	2
None		89	50
No data		71	40
	Total	178	≈100

Profile of the ABE Student

From the data previously reported, the typical ABE student in Mississippi is a black female, less than forty years of age, married, with five or less dependents. She had previously attended from four to ten years of school but dropped out either because of an early marriage or because she had to work. She has been out of school at least 15 years and has enrolled in the ABE program to learn to improve her skills of reading and writing, and to increase her job opportunities.

She spends over thirty minutes per day on homework. She plans to complete Level III of the ABE program and then acquire her General Education Diploma. She watches television about an hour each day, attends church twice or more each month and visits relatives and friends at least two times per month. A life-long resident of the community, she is registered to vote and probably voted in the last presidential election. With an annual income of less than $3,000.00, she is not likely to be on welfare and there is a fifty-fifty chance she is employed full-time.

Testing Data

In addition to the questionnaire, several reading tests were also administered to the students. According to information received from the Local Supervisors and the State Agency, the Gray Oral Reading Test, Form A, (Bobbs-Merrill Company, Inc.) the Gilmore Oral Reading Test, Form A, (Harcourt, Brace and World, Inc.) and the Adult Basic Learning Examination (ABLE), Form A, (Harcourt, Brace and World, Inc.) were being used extensively throughout the State for initial placement of students in ABE. In addition to the aforementioned battery, the Quick Gauge of Reading Ability (La Pray and Ross, 1969) was given. The main purpose of giving these tests was to study any relationship that might exist among them.

There are two parts to the Gilmore Oral Reading Test. Accuracy was measured by the number of reading errors made per passage, and comprehension was measured by a short series of questions following each paragraph read.

The Gray Oral Reading Test is designed to measure the fluency and accuracy of oral reading.

The ABLE Vocabulary is a test of auditory vocabulary. The ABLE Reading Test determines how well a student can understand the meaning of sentences in paragraphs that he reads.

La Pray and Ross recommend obtaining three scores from the Q.G.R.A. They are:

(1) The independent reading level;

(2) The instructional reading level; and

(3) The ceiling reading level.

The Q.G.R.A. is a much less expensive test, it requires virtually no training to administer, requires very little time, and does not appear to be as threatening to the ABE student. La Pray and Ross advocate the Q.G.R.A. for the purpose of determining reading level and to detect errors in word analyses. Apparently, from information obtained through the ABE Supervisors, the above tests were used primarily for grade placement; the other potential uses of these scores were not emphasized.

From the test descriptions it would appear that each of the above tests is a measure of approximately the same trait and if one could clearly be recommended over the others for practical reasons some benefits could accrue to the ABE program.

Since time did not permit giving all tests to the total sample, the following schedule was followed: the Gray Test was given to one of the two students sampled from each class while the Gilmore was administered to the other. The decision as to which student received which test was decided by the toss of a coin. Both the ABLE and the Quick Gauge were given to all students. The score on the Gray or Gilmore Test was used to decide whether the student would receive Level I or Level II of ABLE.

The analysis chosen was the Pearson Product Moment correlation. The results are presented below. In each case described the reader should remind himself that one sample was used and these results need to be verified with other samples.

Table 79. Correlations among the reading tests*†

Name of Test	1	2	3	4	5	6	7	8	9	10
1. Gilmore Oral Reading Test Accuracy	1.000									
2. Gilmore Oral Reading Test Comprehension	.915	1.000								
3. Gray Oral Reading	No Analysis	No Analysis	1.000							
4. Adult Basic Learning Examination Level I--Reading	.774	.721	.722	1.000						
5. Adult Basic Learning Examination Level II--Reading	.617	.577	.611	No Analysis	1.000					
6. Adult Basic Learning Examination Level I--Vocabulary	.617	.434	.455	.422	No Analysis	1.000				
7. Adult Basic Learning Examination Level II--Vocabulary	.590	.561	.536	No Analysis	.598	No Analysis	1.000			
8. Quick Gauge of Reading Ability Independent Level	.771	.713	.810	.438	.462	.328	.301	1.000		
9. Quick Gauge of Reading Ability Instructional Level	.848	.773	.884	.587	.480	.382	.345	.863	1.000	
10. Quick Gauge of Reading Ability Ceiling	.867	.805	.867	.698	.585	.426	.479	.786	.957	1.000

*See preceding text for sample descriptions
†All r's significant at $P \leq .05$

Table 80. Mean, standard deviation, and N of the correlation samples (cells correspondent to those in Table 79.)

Name of Test	Gilmore Oral Reading Test-Accuracy 1	Gilmore Oral Reading Test-Comprehension 2	Gray Oral Reading Examination 3	ABLE Level I-Reading 4
1. Gilmore Oral Reading Test Accuracy				
2. Gilmore Oral Reading Test Comprehension	$\bar{X}_1=36.5$, $\sigma_1=18.7$ N=89 $\bar{X}_2=22.5$, $\sigma_2=10.0$			
3. Gray Oral Reading Examination	No Analysis	No Analysis		
4. Adult Basic Learning Examination Level I-Reading	$\bar{X}_1=26.5$, $\sigma_1=15.3$ N=38 $\bar{X}_4=39.0$, $\sigma_4=13.5$	$\bar{X}_2=16.7$, $\sigma_2=8.3$ N=38 $\bar{X}_4=39.0$, $\sigma_4=13.5$	$\bar{X}_3=18.6$, $\sigma_3=16.3$ N=41 $\bar{X}_4=30.1$, $\sigma_4=8.1$	
5. Adult Basic Learning Examination Level II-Reading	$\bar{X}_1=44.7$, $\sigma_1=17.4$ N=49 $\bar{X}_5=49.1$, $\sigma_5=8.1$	$\bar{X}_2=27.2$, $\sigma_2=8.9$ N=49 $\bar{X}_5=49.1$, $\sigma_5=8.1$	$\bar{X}_3=41.2$, $\sigma_3=18.3$ N=47 $\bar{X}_5=49.2$, $\sigma_5=8.4$	No Analysis
6. Adult Basic Learning Examination Level I-Vocabulary	$\bar{X}_1=26.8$, $\sigma_1=14.5$ N=35 $\bar{X}_6=31.0$, $\sigma_6=8.5$	$\bar{X}_2=16.9$, $\sigma_2=7.8$ N=35 $\bar{X}_6=31.0$, $\sigma_6=8.4$	$\bar{X}_3=19.6$, $\sigma_3=16.9$ N=35 $\bar{X}_6=35.9$, $\sigma_6=12.8$	$\bar{X}_4=30.4$, $\sigma_4=8.7$ N=67 $\bar{X}_6=37.6$, $\sigma_6=13.0$
7. Adult Basic Learning Examination Level II-Vocabulary	$\bar{X}_1=43.6$, $\sigma_1=17.1$ N=46 $\bar{X}_7=34.4$, $\sigma_7=8.7$	$\bar{X}_2=26.5$, $\sigma_2=8.7$ N=46 $\bar{X}_7=34.4$, $\sigma_7=8.6$	$\bar{X}_3=40.9$, $\sigma_3=18.3$ N=46 $\bar{X}_7=35.3$, $\sigma_7=8.1$	No Analysis
8. Quick Gauge of Reading Ability Independent Level	$\bar{X}_1=38.0$, $\sigma_1=18.8$ N=69 $\bar{X}_8=1.6$, $\sigma_8=1.8$	$\bar{X}_2=23.3$, $\sigma_2=10.2$ N=69 $\bar{X}_8=1.6$, $\sigma_8=1.8$	$\bar{X}_3=32.6$, $\sigma_3=21.3$ N=68 $\bar{X}_8=1.8$, $\sigma_8=1.9$	$\bar{X}_4=37.8$, $\sigma_4=13.2$ N=60 $\bar{X}_8=0.6$, $\sigma_8=1.1$
9. Quick Gauge of Reading Ability Instructional Level	$\bar{X}_1=38.2$, $\sigma_1=18.9$ N=68 $\bar{X}_9=2.9$, $\sigma_9=2.2$	$\bar{X}_2=23.4$, $\sigma_2=10.2$ N=68 $\bar{X}_9=2.9$, $\sigma_9=2.2$	$\bar{X}_3=32.7$, $\sigma_3=21.2$ N=68 $\bar{X}_9=2.6$, $\sigma_9=2.2$	$\bar{X}_4=37.7$, $\sigma_4=13.3$ N=59 $\bar{X}_9=1.5$, $\sigma_9=1.8$
10. Quick Gauge of Reading Ability Ceiling	$\bar{X}_1=38.0$, $\sigma_1=18.8$ N=69 $\bar{X}_{10}=4.4$, $\sigma_{10}=2.3$	$\bar{X}_2=23.4$, $\sigma_2=10.2$ N=69 $\bar{X}_{10}=4.3$, $\sigma_{10}=2.3$	$\bar{X}_3=32.7$, $\sigma_3=21.2$ N=68 $\bar{X}_{10}=3.9$, $\sigma_{10}=2.5$	$\bar{X}_4=37.8$, $\sigma_4=13.2$ N=60 $\bar{X}_{10}=2.8$, $\sigma_{10}=2.2$

ABLE Level II-Reading 5	ABLE Level I Vocabulary 6	ABLE Level II Vocabulary 7	Quick Gauge of Reading Ability Independent Level 8	Quick Gauge of Reading Ability Instructional Level 9
No Analysis				
$\bar{X}_5=34.9$, $\sigma_5=8.4$ N=93 $\bar{X}_7=49.0$, $\sigma_7=8.3$	No Analysis			
$\bar{X}_5=49.3$, $\sigma_5=8.5$ N=78 $\bar{X}_8=2.4$, $\sigma_8=1.9$	$\bar{X}_6=30.8$, $\sigma_6=8.6$ N=55 $\bar{X}_8=0.5$, $\sigma_8=1.1$	$\bar{X}_7=35.8$, $\sigma_7=8.0$ N=72 $\bar{X}_8=2.4$, $\sigma_8=1.9$		
$\bar{X}_5=49.3$, $\sigma_5=8.5$ N=76 $\bar{X}_9=3.8$, $\sigma_9=1.9$	$\bar{X}_6=30.9$, $\sigma_6=8.7$ N=54 $\bar{X}_9=1.5$, $\sigma_9=1.8$	$\bar{X}_7=35.8$, $\sigma_7=8.0$ N=72 $\bar{X}_9=3.8$, $\sigma_9=1.9$	$\bar{X}_8=1.6$, $\sigma_8=1.9$ N=136 $\bar{X}_9=2.8$, $\sigma_9=2.2$	
$\bar{X}_5=49.3$, $\sigma_5=8.5$ N=60 $\bar{X}_{10}=5.3$, $\sigma_{10}=2.0$	$\bar{X}_6=30.8$, $\sigma_6=8.6$ N=55 $\bar{X}_{10}=2.8$, $\sigma_{10}=2.1$	$\bar{X}_7=35.8$, $\sigma_7=8.0$ N=72 $\bar{X}_{10}=5.2$, $\sigma_{10}=2.0$	$\bar{X}_8=1.6$, $\sigma_8=1.9$ N=137 $\bar{X}_{10}=4.1$, $\sigma_{10}=2.4$	$\bar{X}_9=2.8$, $\sigma_9=2.2$ N=137 $\bar{X}_{10}=4.2$, $\sigma_{10}=2.4$

Examination of the generally high positive correlations in Table 79 would lead the reader to conclude that with the exception of ABLE I and II Vocabulary, and to some extent the ABLE Reading tests, one test would seem about as well as another for grade placement purposes. Of course it should be remembered that the correlations are based on raw scores, not the grade placement scores. For establishing comparability of grade placement, a device such as Figures 5, 6, and 7 should be used.

If one must decide whether the Gray, the Gilmore, or the Quick Gauge of Reading Ability should be used for grade placement, the Q.G.R.A. is tentatively recommended. Since it is a measure of whatever the Gray and Gilmore measures (indicated by the high positive correlations), little is lost. In addition, the advantages of the Quick Gauge have been mentioned previously, and these should be considered when selecting initial placement tests.

If the decision involves the ABLE tests for grade placement, this decision will have to be made on the basis of additional data.

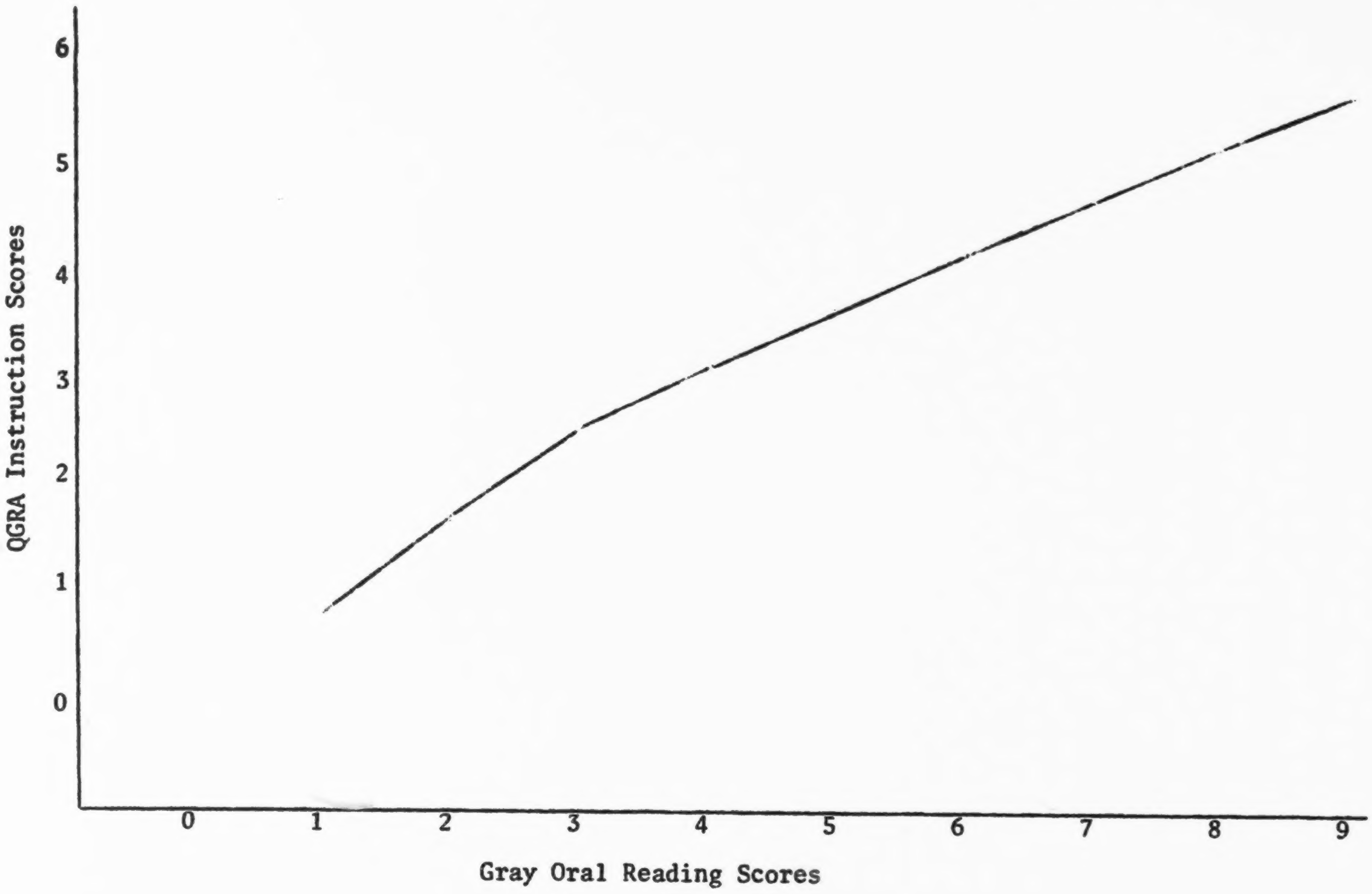


Figure 5. Quick Guage of Reading Ability raw scores predicted from selected Gray Oral Reading Test* raw scores and plotted by corresponding grade placement scores

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*Scores were taken from published data combining Form A of the test for boys and girls.

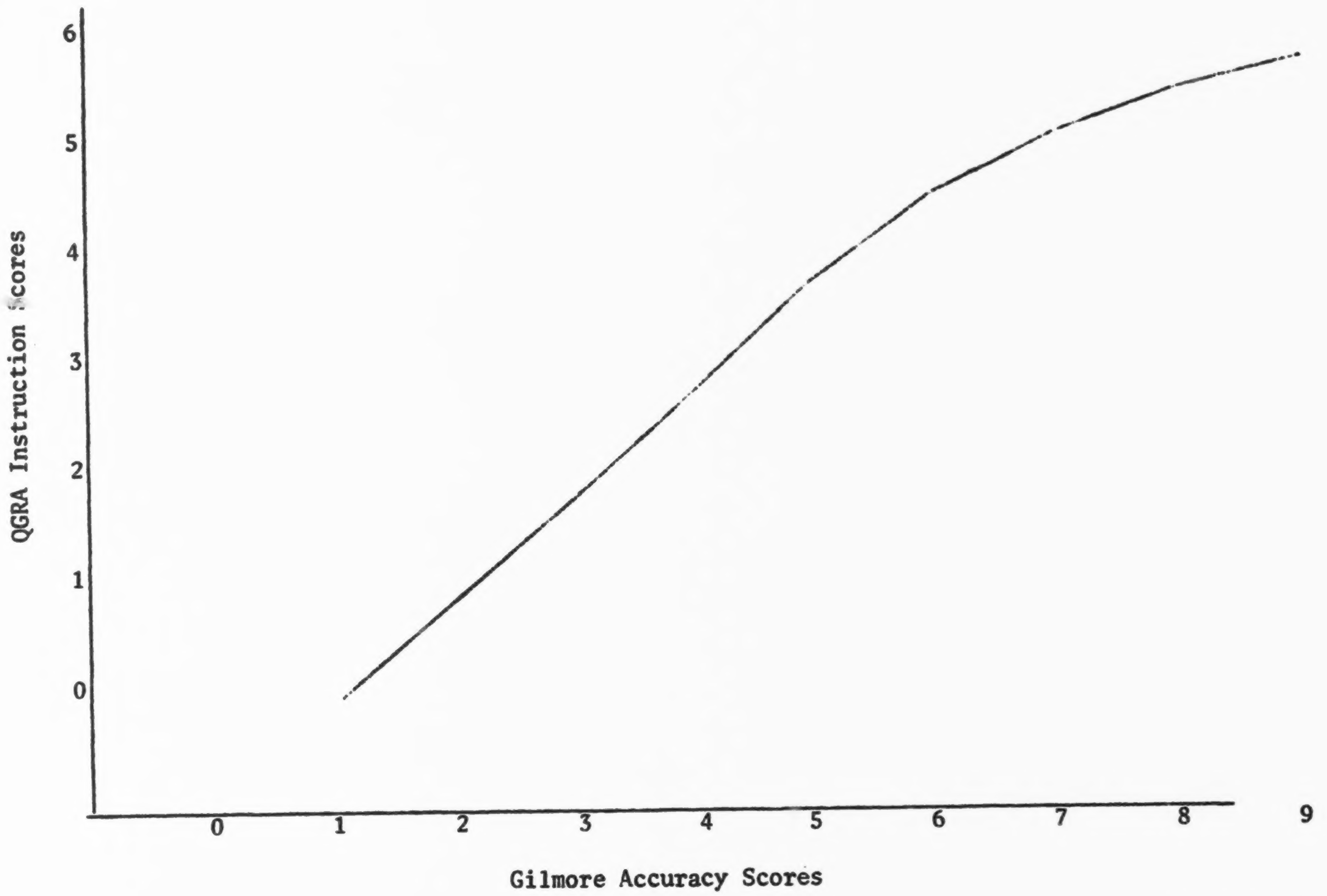

Figure 6. Quick Guage of Reading Ability raw scores predicted from selected Gilmore Oral Reading Test Accuracy raw scores and plotted by corresponding grade placement scores

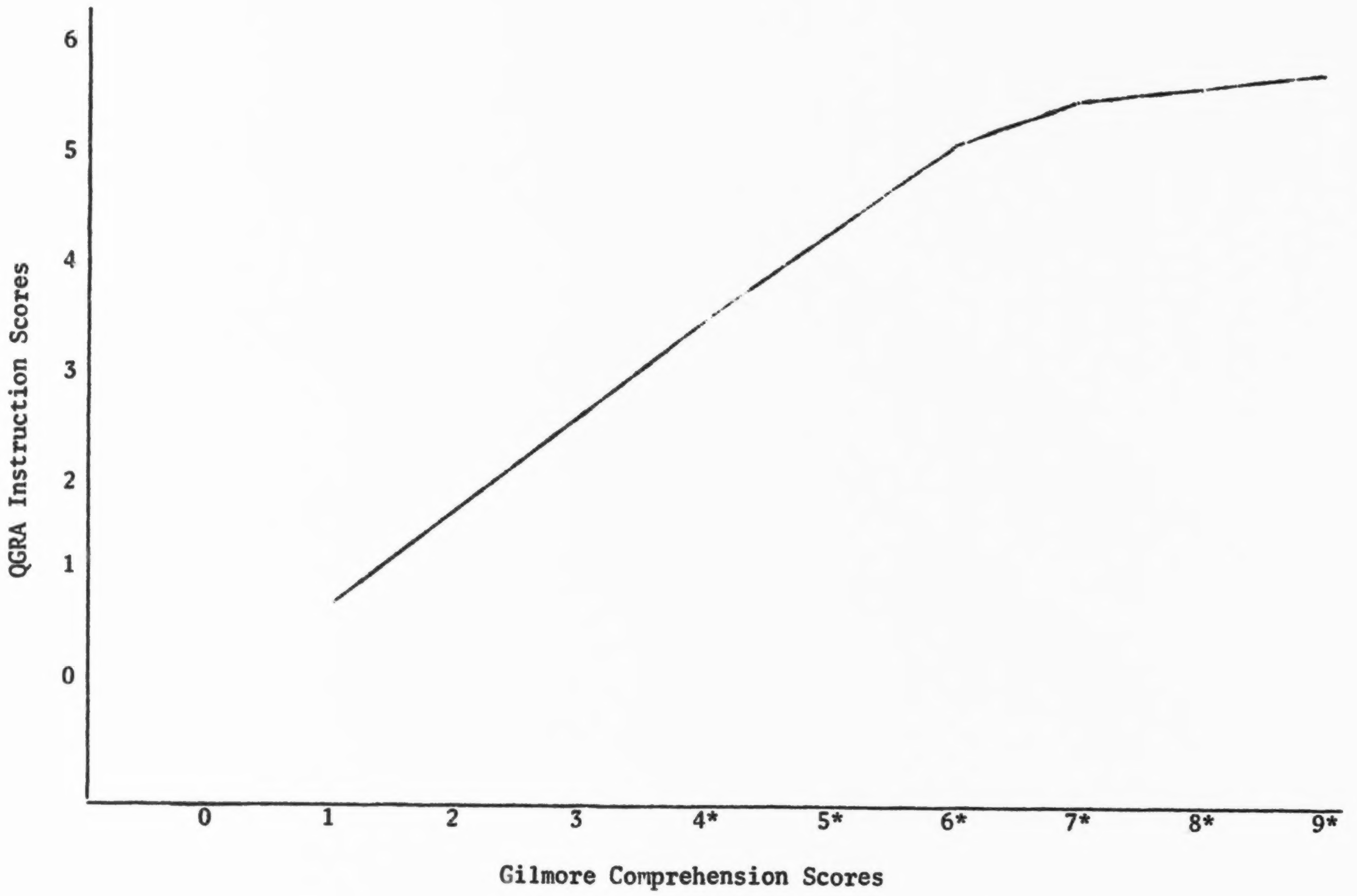

Figure 7. Quick Guage of Reading Ability raw scores predicted from selected Gilmore Oral Reading Test Comprehension raw scores and plotted by corresponding grade placement scores

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*These scores from the Gilmore Comprehension Test were interpolated from published normative data.

CHAPTER V

GENERAL IMPRESSIONS

The ABE program in Mississippi has made commendable progress in the few years it has existed. If the dedication of the State Agency staff and some Local Supervisors can be maintained; if the enthusiasm of the teachers and the interest of the students can be maintained; the future of ABE should be full of promise, because these are the outstanding strengths of the program.

As the reader has observed in the preceding chapters, there are problem areas. Many need urgent attention if the program is to achieve the goals it must achieve.

Standardization of selected procedures would contribute greatly to the ability of the program to acquire information it must have to operate effectively. Agreement must be achieved as to a standardized placement test. It is also imperative that agreement be made on a single achievement test for the 75 hour and 150 hour testings. Additional records need to be kept so that some indication of the instructional time each student receives in each major subject area can be determined. Those above are needed if program monitoring and continuous meaningful evaluation is to be conducted. Concise and unambiguous procedures are needed. A case in point is the problem of a "drop-out." This concept needs operational defining in an educational as well as a financial sense.

Many of the burdens imposed by the keeping of additional or more detailed records can be reduced through the implementation of a modern data processing system. It is recommended that this possibility be studied.

The greatest and most pressing need is a corps of trained ABE professional teachers. The ultimate goal should be for these teachers to devote their full professional service to ABE.

There are virtually no "hard" data as to the abilities and liabilities of the adult illiterate in Mississippi. At present there are few standards to which a student or a teacher or an administrator can compare himself or his program. There is an urgent need for the establishment of a set of behavioral objectives to aid all persons concerned with ABE in their decision-making. There can be little progress made in reaching the voiced goals of individualization of instruction until we understand our "raw material" -- the total student, and what characteristics our "product" should possess -- the desired student behavior.

It is obvious that alleviation of the enormous problem of illiteracy in our state has only begun. It is equally obvious that the ABE program holds the key to a successful solution to the problem.

It seems that a distressing paradox exists. Within a few days after publication of this report, we, the American people, through our great technological sophistication, national effort and financial sacrifice are scheduled to place the first human being on the moon. Yet the distinct possibility exists that 400,000 of our adult citizens will be unable to read about this monumental historic event.

It is sincerely hoped that this evaluation report will be of assistance in our state's attack on the problem of illiteracy.

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ADULT BASIC EDUCATION IN MISSISSIPPI: AN EVALUATION

Volume II
Questionnaires

The Mississippi State Department of Education
and
The Bureau of Educational Research
Mississippi State University

June 1969

AC005042

ADULT BASIC EDUCATION IN MISSISSIPPI
AN EVALUATION

VOLUME II
QUESTIONNAIRES

THE MISSISSIPPI STATE DEPARTMENT OF EDUCATION
AND
THE BUREAU OF EDUCATIONAL RESEARCH
MISSISSIPPI STATE UNIVERSITY

JUNE 1969

AC 005 042

I. Administrative Structure

A. Organization of State Agency

1. Is there an organizational chart?
2. Is there a statement(s) of philosophy, purposes, and objectives in the State ABE program?
3. Does this statement(s) require changes periodically to meet the operational needs?
4. Is there a State ABE advisory committee?
5. What are the functions and roles of this committee?
6. How are its members selected?
7. Who are they?
8. What is their length of term?
9. How many meetings does the Committee have on a yearly basis?

B. Personnel of State Agency - Qualifications and Salary

1. How many members compose the State ABE staff?
2. List name and titles of these people (fill in on organizational chart.)
3. Is this staff adequate? If no, what additions need to be made? List by priorities.
4. Are there job descriptions for each staff member of the State Agency?
5. Is there a specified set of qualifications for each staff member's position?
6. Are these qualifications based upon educational background, training, or experience?
7. Is there a salary schedule for State Agency staff members?
8. Is there a different schedule for State ABE staff members?
    a. For all employees?
    b. Are they separate?
9. Can this schedule be altered by the state coordinator of ABE as he sees the need?
10. How do you arrive at initial salaries and adjustments thereafter?
    a. What criteria?
11. Do you have a significant turnover in your staff? (clerical, professional, etc.)

12. How do you recruit state staff members?

13. What is the procedure for hiring and dismissing ABE personnel?

C. Coordination with Other Agencies

1. Has any attempt been made to work with other public agencies in promoting ABE in Mississippi?

D. In-service Training

1. Are there any college work-study programs available for ABE staff members?

2. How do you keep informed of new methods, techniques, and outstanding new ideas of field?

3. Are there any in-service training meetings for the staff?

4. Is there any evidence to indicate the effectiveness of the in-service training?

5. What provisions are made for training State ABE staff members?

6. Are provisions made for members to pursue their education? (job-related training)

E. Facilities and Equipment

1. Adequate facilities? Procedure for securing materials, equipment satisfactory?

2. Is the location of State ABE offices satisfactory? (accessibility to parking - State Dept. of Education - condusive to good public relations, etc.)

3. Is there adequate space in the State ABE offices?

F. Geographical Distribution

1. What is the geographical distribution of ABE over the state?

G. Functions of State Agency to Local Programs

1. What is the state role in recruiting ABE students?

2. What specific aids are given to supervisors in recruiting?

3. How is State Health program and assistance placed on local levels?

4. Determine number and size of classes, hours per week, and relative costs of programs on the local agency level of operation.

5. How many days per month are spent by State ABE staff members with local ABE staffs?

6. How is this time spent?

7. To what extent do State ABE staff members supervise local ABE programs?

8. Is this allocation of time borne out by the State ABE staff's records?

9. Does the State Agency provide any assistance for the training and development of local ABE programs?
   a. What assistance, if yes?

H. Evaluation

1. What is the most serious problem of ABE program? Most outstanding strength?

2. Examine curriculum and teaching effectiveness and relevance through the collection and gathering of certain data especially for this purpose.

3. Analyze the method and effectiveness of recruitment of students and the retention of enrollees. Note especially the use of media in the recruitment process.

4. Assemble certain pertinent and useful data through questionnaires, interviews, and other objective and reliable data collecting methods that would reflect:

   a. percentage of Adult Basic Education students enrolled in grades 1-3, 4-6, 7-8, as of January 1, 1969. (Also previous years)

   b. the drop-out ratio on terms of people enrolled. (Also previous years.)

   c. ratio of local, state, and federal funds being used in local Adult Basic Education programs.

5. What evaluation activities are being conducted by the State Agency for local ABE programs?

6. What criteria are used in this evaluation? (interviews, questionnaires, etc.)

7. How was this criteria selected?

8. What feedback is there to show local ABE program's feelings toward the State Agency's support and organization?

I. Public Relations

1. How do you disseminate ideas? Methods? Research results?

2. What research on the state level was conducted during the past year?

3. Any part in planning for outside schoolroom situations? Tours, museums? Self-contained classroom?

4. What use is made of various mass media as good public relations to the public? To the legislature?

5. What kinds of advertising and publicity do you use for recruitment? (newspaper, radio, TV, personal contact, etc.)

6. Has any attempt been made to secure the help of industry or other private enterprise to help with ABE?

J. Staff Meetings

1. How often are staff meetings held?

2. What is the basic agenda for these meetings?

II. Local Programs

A. Identifying areas of need

1. How are persons of "greatest need" identified?

2. How do you identify areas of greatest need?

3. Are there communities which do not have ABE programs although having expressed desires for them?

B. Problems

1. What reasons inhibit ABE programs in areas of need not presently being served?

C. In-service Training

1. Does the State Agency provide any assistance for the training and development of local ABE programs?
   a. What assistance, if yes?

D. Personnel

1. Does the State Agency exercise any control over the qualifications of local teachers, supervisors or counselors?

E. Follow-up of Students

1. How is information obtained as to how many times a person has enrolled and how many times he has dropped out.

F. Facilities

1. What part does the State Agency have in securing meeting places for ABE classes?

III. Records

A. State Agency Staff

1. Is the allocation of time used by State ABE staffs borne out by the State ABE staff's records?

B. Finance

1. What is the nature and scope of fiscal records of the State ABE agency? How is the budget determined, and who does it? Procedure for its approval? Who audits?

2. What is cost per pupil?

C. Student

1. Determine local Adult Basic Education staff/student ratios, expecially student/teacher ratios. Special note will be taken of other program personnel, both service and administrative, and this personnel/student ratio.

2. What does "program termination" mean?

3. How is information obtained as to how many times a person has enrolled and how many times he has dropped out?

4. What does "completion of the program" mean?

5. What provisions are made for transfering records among centers within the state?

6. What percent of expenditures goes to the following areas of the program?

____State Administration

____Teachers

____Supervisors

____Counselors

____Publicity

____Equipment

____Buildings (rental, maintenance, etc.)

____Materials

____Other

D. Follow-up

1. Is information available for a follow-up study of students?
2. What part do you take in identifying drop-outs reasons for leaving the program?

IV. Instruction and Materials

1. What kind of assistance is given to local supervisors and teachers on material selection? New ideas? Regular visits with county? Statewide?

2. Are there programmed materials in use in the state? Are local counselors or teachers encouraged to use them?

3. Are films, film-strips, and other audio-visual materials available for loan to local programs?

4. Have any materials been developed by State Office? Any resource units?

5. Are there sources of free supplemental materials on personal hygiene, medical care, consumer aids, etc.? Are these in addition to those listed in the curriculum guide?

6. What non-text materials (paper, pencils, etc.) are furnished from State Agency, if any?

7. What is your responsibility regarding specific courses taught in local programs? What criteria are recommended for selection of curriculum content?

8. What supervision do you make of instructional methods and techniques? Do you make recommendations for changing instructional procedures?

9. Are storage facilities at the State Agency adequate for resource materials? What recommendations do you have for changing present storage procedures or for acquiring more space?

10. What is your role in helping individualize instruction?

11. Are any materials studies planned for the future? Do you recommend any materials over others for any level?

12. Do you assist teachers in identifying particular needs in individual learning situations?

13. Does the State Advisory Committee have any role in material selection? Other state agencies?

14. Who establishes guidelines as to size of classes? Length of cycle?

15. What are your most important problems with materials or use of them?

16. What have been your biggest successes with materials?

17. What is used as evidence that student is ready for next level? Teacher observation and judgment? Periodic tests? Are any specific skills or understandings necessary for completion of Level I? Level II? Level III?

19. Do you periodically notify teachers of all available materials at the State Office? If not, how do they find out what is available?

20. If certain materials recommend use of additional guides or materials (maps, charts, etc.), are these usually furnished by the publisher or must the teacher provide them?

21. Do you offer any special assistance to teachers in remedial reading?

22. Is there any special criteria which you follow in selecting materials which you make available for local programs?

23. How are subject areas of high interest such as installment buying, clothing selection, handling money, taxes, etc. handled in the instruction? If commercial materials are not available, do you encourage these subjects to be taught anyway?

ABE Evaluation Questionnaire - Supervisors

Personal Data

1. Name: (Last) (First) (Middle Initial) ______

2. Professional Address:

______

______

______

3. If your name and address are incorrect, please correct.

4. Date of Birth:

____Day____Month____Year

5. Sex:

____Male

____Female

6. What counties are under your supervision?

______

______

______

7. Please specify the amount of time, full time and/or part time, you have been an ABE supervisor.

____6 months or less

____6 months to 1 year

____1 year to 2 years

____2 years to 4 years

____4 years or more

9. How many complete 150 hour cycles have you supervised during this time?

____1 to 3

____4 to 6

____7 to 9

____10 to 12

____13 to 15

____16 to 18

____19 to 21

____over 21

10. What other experience have you had in Adult Education, if any?

____Student

____Teacher

____Counselor

____Other (Please Specify) Ex. (Extension Agent)

____

11. College(s) Attended	Degree(s) Awarded and Year	Major
________	________	________
________	________	________
________	________	________

12. Have you received ABE training through any of the following: (Please check all that apply)

	Yes	No	If yes, give location.
Local Workshops	___	___	____________________
Regional Institutes (Fla. or S. Carolina, for credit)	___	___	____________________
Other College Courses	___	___	____________________
In-service Training (Jackson or elsewhere)	___	___	____________________

12. Do you have a person on your payroll with the title "counselor"?

____Yes

____No

13. If yes, please give his name and address in the space provided.

____

____

____

14. How many students were under your supervision as of January 1, 1969?

____Level I

____Level II

____Level III

15. Would you prefer Adult Basic Education to coincide with the public school year or to be held on a 12 month basis?

____Public School Year

____12 Month Basis

16. Please state the major reason(s) for your response.

____

____

17. Do you provide formal in-service training sessions for your teachers?

____Yes

____No

18. Are your collective staff meetings held regularly or are they called at irregular intervals?

____Weekly

____Monthly

____Bi-monthly

____Called at irregular intervals

____Not held at all

3

19. Is your appointment to Adult Basic Education considered:

____Full Time (Defined as primary source of income)

____Part Time (Compensation in addition to major income source)

20. If part time, what is your primary occupation?

____

____

21. Approximately how many hours per month do you devote to ABE?

____11-15

____16-20

____21-25

____26-30

____More than 30

22. To your best ability estimate what percent of your time in ABE is devoted to the following:

____Counseling individual students

____Selecting Teachers

____Selecting Materials

____Office Duties

____Staff Meetings

____Student Recruitment

____Other (Please Specify) ______________________________

____Other (Please Specify) ______________________________

____Other (Please Specify) ______________________________

100% Total Time

Testing

23. What testing device(s) do you use for initial placement in your ABE program?

____

____

____

24. How many hours must a student have attended, if any, before he is tested, after initial placement?

____

25. What testing device(s) do you use at the end of 75 hours?

____Gray Oral Reading Test

____ABLE (Entire Test)

____ABLE (Selected Sub-tests)
(Please specify which one(s)

____

____

____Other (Please Specify)

____

____

26. What testing device(s) do you use at the end of 150 hours?

_____Gray Oral Reading Test

_____ABLE (Entire Test)

_____ABLE (Selected Sub-tests)
(Please specify which one(s)

____

____

_____Other (Please Specify)

____

____

27. What comments favorable or disfavorable, if any, have your teachers made about your testing methods or devices?

____

____

____

____

28. Are student answer sheets available on the tests given from beginning of program to now?

____All

____Part

____None

29. Would you be willing to loan students' answer sheets, if available, to our evaluation committee? They will be returned to you.

____Yes

____No

Selection of Material

30. How did you choose the test(s) you are now using?

____State Agency's Approved List

____Recommended by Other Supervisors

____Teacher Request

____Recommended by Test Company Representative

____Other (Please Specify)

____

31. Do teachers participate in the selection of materials?

____Yes

____No

32. Do you feel a statewide committee for the adoption of materials for the different levels would be beneficial?

____Yes

____No

____Not Certain

33. Please state the major reason(s) for your response.

____

____

____

34. Do you recommend to your teachers programmed materials for ABE students?

____Yes

____No

35. Which level has the greatest deficiency of material, if any?

____None are deficient

____Level I

____Level II

____Level III

36. What do you consider the greatest deficiency in this level?

____

____

____

37. Give the 3 most important criteria used in the selection of materials. (Please list in order of importance.)

____

____

____

38. Please list by name the most frequently used materials. (Limit 3 per level.) Please list by order of frequency of use.

Reading

Level I____

____

____

Level II____

____

____

Level III____

____

____

Writing

Level I____

____

____

Level II____

____

____

Level III____

____

____

Arithmetic

Level I____

____

____

Level II____

____

____

Level III____

____

____

39. Do published tests accompany these materials?

____Yes

____No

40. If yes, do you use them?

____Yes

____No

____Occasionally

41. What do you consider the one strongest point of your program?

____

____

42. What is the greatest problem you face in your current program?

____

____

FOLLOW-UP QUESTIONNAIRE - ABE SUPERVISORS

1. What criteria do you utilize in selecting teachers for your ABE program?

____

____

____

2. How do you identify the pool of teachers from which to fill the positions?

____

____

3. Do you have a job description for ABE teachers?

_____Yes

_____No

If yes, please enclose a copy of it when you return this questionnaire.

4. What do you feel are the greatest training needs of ABE teachers?

____

____

5. How do you determine the effectiveness of the ABE teachers in your program?

____

____

6. What methods seem to be most effective for recruiting ABE students into your program?

____

____

____

7. What kind of follow-up is maintained for:

(a) drop-outs?____

____

(b) students who complete the ABE program?__________________________

____

8. Is there an advisory committee for your ABE program?

____Yes

____No

If yes, please list the members, as follows:

NAME	JOB POSITION OR TITLE (PRINCIPAL, ETC.)
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

9. How often does the advisory committee meet?

____

10. Are the meetings on a regular or called basis?

____Regular

____Called

11. What are the functions of this committee?

____

____

____

12. What difficulties, if any, do you encounter in securing classroom space for your ABE program?

____

____

13. The following are the various duties with which ABE supervisors indicated they spent some time. Please indicate what percent of your time you feel should be devoted to these duties. (If you feel that some of these are not duties of ABE supervisors, please do not include them in your estimation.)

DUTIES	PERCENT OF TIME
Counseling individual students	____________
Selecting teachers	____________
Selecting materials	____________
Office duties (including reports)	____________
Staff meetings	____________
Student recruitment	____________
Visiting ABE classes	____________
Public relations for ABE	____________
Counseling individual teachers	____________
Total	100%

14. Do you feel you receive adequate information from the State Agency regarding materials and equipment available for use in local programs?

_____Yes

_____No

15. If no, what kinds of information do you need?

____

____

16. Which organizations and publications help you in keeping up with current trends and ideas in ABE?

____

____

____

17. In which professional Adult Education organizations do you hold membership?

____

____

18. Does the Cumulative Folder provide you with the information required by the state agency?

_____Yes

_____No

If no, what additional information must you obtain?

____

____

19. Does the Cumulative Folder provide you with adequate information for the functioning of local ABE classes?

_____Yes

_____No

If no, what additional information must you obtain?

____

____

ABE Evaluation Questionnaire - Teachers

Personal Data

1. Date of Birth:

   ____Day____Month____Year

2. Sex:

   ____Male

   ____Female

3. College(s) Attended   Degree(s) Awarded and Year   Major

   ____

   ____

   ____

4. Have you received ABE training or instruction through any of the following: (Please check all that apply.)

	Yes	No	If yes, give location.
Local Workshops	___	___	____________________
Regional Institutes (Fla., S. Carolina, or Rust, for credit)	___	___	____________________
Other College Courses	___	___	____________________

5. Specify the amount of time you have been an ABE Teacher.

   ____6 months or less

   ____6 months to 1 year

   ____1 year to 2 years

   ____2 years to 4 years

   ____4 years or more

6. What is your primary occupation?

____Minister

____Farmer

____Housewife

____Elementary Teacher

____High School Teacher

____Businessman

____ABE Teacher

____Other (Please specify.)

____

7. If ABE teacher, do you consider your position full-time or part-time?

____Full-Time

____Part-Time

8. If you are an elementary or secondary teacher, what are three important problems you have encountered in teaching adults which are different from teaching pre-adults?

____

____

____

9. How many complete 150 hour cycles have you taught?

____None

____1 to 3

____4 to 6

____7 to 9

____10 to 12

____13 to 15

____16 to 18

____19 to 21

____over 21

10. Do you personally feel that your students have improved themselves through the ABE program?

____Yes

____No

11. If yes, what improvements have you noticed in your students since they have been in the program (educational, social, etc.)?

____

____

____

12. Where did you attain your initial interest in ABE?

____Other Teachers

____Supervisor

____College Course

____Students

____School Principal

____ABE Workshop

____Other (Please specify.)

____

____

13. Are your collective staff meetings held regularly or are they called at irregular intervals?

____Weekly

____Monthly

____Bi-monthly

____Called at irregular intervals

How often?______________

____Not held at all
(If not held at all, please disregard the next question.)

14. Please think back over all your staff meetings and then give the basic characteristics of these staff meetings, both good and bad.

____

____

____

____

15. What additional kinds of assistance do you need from your supervisor, if any?

____

____

Testing

16. What test is used for initial placement of students in your program?

____Gray Oral Reading Test

____Gilmore Oral Reading Test

____ABLE (Entire Test)

____ABLE (Selected Sub-tests)
(Please specify which one(s).)

____

____

____Other (Please specify.)

____

____

17. After initial placement, how many hours must a student have attended before he is given the 75-hour test?

____1 to 9

____10 to 19

____20 to 29

____30 to 39

____40 to 49

____50 to 59

____60 to 69

____70 to 79

____No specific amount

18. What testing device(s) do you use at the end of 150 hours?

____Gray Oral Reading Test

____ABLE (Entire Test)

____ABLE (Selected Sub-tests)
(Please specify which one(s).)

____

____Gilmore Oral Reading Test

____Other (Please specify.)

____

____

19. Are students counseled after they take the 150 hour test? (Does someone discuss their test results with them?)

____Yes

____No

20. If yes, who does the counseling?

____Teacher

____Counselor

____Supervisor

____Other (Please indicate who.) ____________________

21. Would you prefer the Adult Basic Education calandar to coincide with the public school year or do you prefer a 12 month basis?

____Public School Year

____12 Month Basis

____Other (Please specify.)

____

____

22. Please state the reason(s) for your preference.

____

____

23. At initial placement do your classes have students from only one level or from a mixture of levels?

____homogeneous (Only one level)

____not homogeneous (More than one level)

24. Which level(s) do you teach?

____Level I (Grades 1-3)

____Level II (Grades 4-6)

____Level III (Grades 7-8)

____Other (Please indicate which grades.)

25. What source(s) do you utilize to develop the content of your curriculum? (Please rank all that apply in order of importance: 1=most important source, 2=second most important source, etc.)

____Resource Materials

____Other Teachers

____Supervisor

____Counselor

____State Curriculum Guide

____Other (Please specify.)

____

26. Why did you decide to teach ABE? (Please check all that apply.)

____Desire to help others

____Financial return

____Acquire experience

____Other (Please specify.)

____

____

27. Can students enroll in your class at any time during a 150 hour cycle?

____Yes

____No

28. If yes, indicate any problems this might cause.

____

____

____

FOLLOW-UP QUESTIONNAIRE - ABE TEACHERS

1. How many consecutive hours of instruction must a student miss in your class before he is dropped from the roll?

____

2. Rank in order of importance (in 1, 2, 3, etc. order) the reasons why the ABE student stops attending classes.

____

____

____

3. What can be done to increase holding power of ABE teachers in the classroom?

____

____

____

4. What follow-up procedures do you utilize with ABE students who drop out of your program?

____

____

5. Are you responsible for counseling with studnets in any of the following situations?

at initial placement ____Yes ____No

after 75-hour test ____Yes ____No

after 150-hour test ____Yes ____No

at completion of program ____Yes ____No

If no, who does this counseling?

____

6. What kinds of training do you feel would be most beneficial to you for teaching ABE students?

____

____

____

7. What additional facilities or equipment would help you in your ABE teaching?

____

____

8. Some teachers have indicated a greater need for practical subject matter. Do you agree with this statement?

____Yes

____No

If so, please give 3 examples of what you consider practical subject matter.

____

____

____

9. Do you think there is any advantage in conducting outside activities, such as field trips, etc.?

____

10. What responsibility do you take in keeping the cumulative folder up-to-date?

____

11. Indicate whether you feel if time spent on records is congruent with benefit received.

_____Yes

_____No

If no, what would improve this problem?

____

____

12. What changes in report forms and information disired would you suggest?

____

____

13. Does the placement test indicate correctly the level of materials to be used?

____

14. To what educational organizations and associations do you belong?

____________________ ____________________

____________________ ____________________

____________________ ____________________

15. To what educational publications do you subscribe?

____________________ ____________________

____________________ ____________________

16. Who takes responsibility for referring health problems (hearing, sight, etc.) to the proper agencies and/or authorities?

____

What procedure is used?

____

17. What can the student who is in Level II do that the Level I student cannot do in:

Reading?______________________________________

____

Spelling?_____________________________________

____

Arithmetic?___________________________________

____

18. What can the Level III student do that the Level II student cannot do in:

Reading?______________________________________

____

Spelling?_____________________________________

____

Arithmetic?___________________________________

____

ABE Evaluation Questionnaire - Counselors

1. Date of Birth:

____Day____Month____Year

2. Sex:

____Male

____Female

3. College(s) Attended | Degree(s) Awarded and Year | Major

____

____

____

4. Please specify the amount of time you have been an ABE counselor.

____6 months or less

____6 months to 1 year

____1 year to 2 years

____2 years to 4 years

____4 years or more

5. What is your primary occupation?

____Counselor

____Principal

____Elementary teacher

____Secondary teacher

____Housewife

____Businessman

____Farmer

____Other (Please specify.)________________________________

____Other (Please specify.)________________________________

6. If Counselor, how many semester hours of graduate credit in guidance have you acquired in the following areas:

(Please circle appropriate number.)	Semester Hours		
Organization and Administration	3	6	9
Individual Analysis	3	6	9
Educational and Occupational Information	3	6	9
Counseling Process (Techniques)	3	6	9
Supervised Practice (Experience)	3	6	9

7. Have you received ABE training through any of the following: (Please check all that apply.)

	Yes	No	If yes, give location.
Local Workshops	___	___	____________________
Regional Institutes (Fla. or S. Carolina, for credit)	___	___	____________________
Other College Courses	___	___	____________________
In-service Training (Jackson or elsewhere)	___	___	____________________

8. Do you as counselor administer the initial placement test?

____Yes

____No

9. If answer is no, who does administer the initial placement test?

____Teacher

____Supervisor

10. Do you counsel the student on initial placement?

____Yes

____No

11. Do you as counselor administer the 75 hour or the 150 hour test?

____75 hour

____150 hour

____both

____neither

12. If you checked neither, who does administer these tests?

____Teacher

____Supervisor

13. Do you discuss the test results with students after they complete the 150-hour test?

____Yes

____No

14. If answer is no, does the teacher discuss test results with students?

____Yes

____No

15. How are the 75 hour test results used by you as a counselor?

____

____

16. Which of the following services do you provide as a counselor in ABE?

____Assume responsibility for testing program.

____Responsible for the placement of pupils in various class levels.

____Obtain background information on students.

____Counsel with those individuals who have a specialized educational problem.

____Counsel with those individuals who have a specialized personal problem.

____Provide teacher with information on individual needs of students.

17. Do you maintain a follow-up on students?

____Yes

____No

18. Does your follow-up program include the following activities? (Please answer yes or no to each item.)

____Assist the teacher in obtaining information on drop-outs.

____Determining if a student who completes Level III continues his education through the G. E. D.

____Interview with students' employer to see if he has improved on the job.

19. Do you know approximately what percent of the students who pass Level III actually enroll in the G. E. D. (high school) program?

_____Percent

_____Not determined

20. Does your follow-up program indicate:

(Please answer yes or no to each item.)

____That your ABE program should be expanded?

____That other local organizations are aware of your ABE program?

____That your students are remaining in your geographic area after completing their training?

____The percentage of students that have entered other training programs?

____The percentage of students who remain in your program after the completion of a cycle?

21. Approximately how many hours per week do you devote to ABE?

____6-10

____11-15

____16-20

____21-25

____26-30

____31- 5

____36-40

____More than 40 (Please specify.)

____

22. To the best of your ability, estimate what percent of your time in ABE is devoted to the following?

____Counseling individual students

____Testing students

____Selecting materials

____Office duties (records, reporting, etc.)

____Follow-up

____Other (Please specify.)____

____Other (Please specify.)____

23. What role do you play in:

Test selection____

Material selection____

24. What do you think should be the primary role of an ABE counselor?

____

____

25. What is the one weak point of your local ABE program?

____

____

26. What do you believe is the one strongest point of your local ABE program?

____

____

27. What suggestions do you have for improving counseling in ABE?

____

____

____

28. What kinds of problems seem to be most important to ABE students? (Please check all that apply.)

____Health

____Economic security (high debt, no steady income, etc.)

____Self-improvement (education, personal appearance, etc.)

____Social (having friends, socializing, etc.)

____Personality (self-confidence, disliking others, etc.)

____Home (family relations, etc.)

____Occupational (dislikes present job, no advancement, etc.)

29. What do you think is the principal reason students attend ABE classes?

____

____

STUDENT QUESTIONNAIRE

(Note to the student: This is not a test; there are no right or wrong answers to the questions. We would appreciate your answering some questions about yourself and about how you feel toward the school.)

1. Name:____
First Middle Last

2. Social Security Number:____________________________

3. Age: (Check age group.)

_____18-28

_____29-39

_____40-50

_____51-61

_____62-over

4. Sex:

_____Male

_____Female

5. Race:

_____Caucasian

_____Negroid

_____Other (Please specify.)

____

6. Highest grade completed before enrolling in ABE:

_____0 _____2 _____4 _____6 _____8 _____10 _____12

_____1 _____3 _____5 _____7 _____9 _____11

7. Family status:

_____Single

_____Married

_____Widow (or Widower)

_____Divorced or separated

8. Number in family (Living permanently in one household)

_____1
_____2
_____3
_____4
_____5
_____6
_____7
_____8
_____9
_____10 or more

9. Number of dependents (Those dependent on you for support):

_____1
_____2
_____3
_____4
_____5
_____6
_____7
_____8
_____9
_____10 or more

10. If you have children,

_____How many are now attending some type of school
_____How many have graduated from high school
_____How many have graduated from college

11. How much education did your father receive?

_____None
_____1-4 years
_____5-8 years
_____High School
_____Don't know

12. How much education did your mother receive?

_____None
_____1-4 years
_____5-8 years
_____High School
_____Don't know

13. ______________________________Father's occupation (when you last lived with him)

______________________________Mother's occupation (when you last lived with her)

14. Work status:

_____Employed full time

_____Employed part time

_____Unemployed

_____Other (Please specify.)

____

15. Are you a Welfare recipient?

_____Yes

_____No

16. How much of last year were you on welfare?

____

17. How much of last year were you unemployed?

_____None

_____2 months or less

_____4 months or less

_____6 months

_____8 months

_____10 months

_____12 months

18. How much of the last three years have you been unemployed?

_____None

_____6 months or less

_____A year

_____1½ years

_____2 years

_____2½ years

_____all 3 years

19. Work experience for the past three years:

_____Maid

_____Farm laborer

_____Construction worker

_____Service station attendant

_____Restaurant employee

_____Custodial work

_____Babysitter

_____Carpenter

_____Factory worker

_____Truck driver

_____Housewife

Other (Please specify.)

____

20. Kinds of work student likes:

_____inside work

_____outside work

_____work with tools

_____work in groups

_____work alone

_____work with machines

_____work with motors

_____woodworking

_____painting

_____Other (Please specify.)

21. Annual income:

_____0-$1,999

_____2,000-2,999

_____3,000-3,999

22. Over the past three years what has been the general state of your health?

_____Poor

_____Fair

_____Good

_____Excellent

23. Estimate the number of books in your home. (Please do not count school books.)

_____ 0-25

_____26-50

_____51-75

_____75 or more

24. Do you take a newspaper?

_____Yes

_____No

If yes, list the name of the paper.

____

25. Do you have a radio?

_____Yes

_____No

26. Do you have a television set?

_____Yes

_____No

If yes, how much time is spent in watching TV?

_____Less than an hour a day

_____1 - 2 hours a day

_____3 - 4 hours a day

_____More than 5 hours a day

27. How often do you attend church or related activities?

_____Two or more times a week

_____Once a week

_____Twice a month

_____Once a month

_____A few times each year

_____Never

28. Do you belong to any clubs or organizations other than church-related?

If yes, please list:

____

____

29. How often do you visit relatives in their homes?

_____At least once a week

_____Twice a month

_____Once a month

_____Once every 3 months

_____About once a year

_____Never

30. How often do you visit friends in their homes?

_____At least once a week

_____Twice a month

_____Once a month

_____Once every 3 months

_____About once a year

_____Never

31. Where have you lived most of your life?

____

32. How many times have you moved within the last five years?

____

33. If you have moved within the last five years, what kind of move did you make?

_____Within the state

_____Out of the state

_____Into the state

33. Do you wish you could move from the community where you are now living?

_____Yes

_____No

Why?_________________________________

34. Are you registered to vote?

_____Yes
_____No

Did you vote in the 1968 presidential election?

_____Yes
_____No

35. Do you own or rent your home?

_____Own
_____Rent

36. Do you have a car?

_____Yes
_____No

37. How did you become interested in or hear of the school program?

_____Family
_____Friends or neighbors
_____Church
_____Employer
_____Welfare agency
_____TV or radio
_____Newspaper
_____School bulletin
_____Other (Please specify.)
____

38. What is the most important reason you decided to enroll in the ABE program?

_____To get a job
_____To get a better job
_____To be around people
_____To encourage children to stay in school or help them with schoolwork
_____To get out of the house
_____To learn to read and write better

39. Which of the following is most difficult?

(Choose between each pair and put check before subject which is hardest for you.)

_____Spelling or _____arithmetic

_____Reading or _____spelling

_____Arithmetic or _____reading

_____Writing or _____arithmetic

_____Spelling or _____writing

_____Reading or _____writing

40. How do you learn best?

____

41. Do you think your teacher is

_____An expert

_____Better than most

_____Just about equal with most

_____Not as good as most

_____Very poor

42. Does your teacher appear to be

_____Very interested in you and your problems

_____Moderately interested

_____Little interested

_____Not interested at all

43. Before you enrolled in the ABE program, how long had it been since you were in school ?

____

44. If the ABE program were discontinued, what would you miss most?

____

45. If you could make some changes, what would you change about the ABE program?

____

46. Is this ABE class like the one you attended when you were a child?

_____Very much like it

_____Reminds you of some of it

_____Very different from it

In what ways is it different?

____

____

47. What was the biggest reason you dorpped out of or did not attend high school?

____

48. Are you able to study at home?

_____Yes

_____No

If yes, how much time do you spend?

_____Less than 30 minutes a day

_____About an hour

_____More than an hour

49. How does your teacher teach the most?

____

50. So far, what has been your greatest satisfaction in attending ABE classes?

____

51. Do you plan to complete Level III of the ABE program?

_____Yes

_____No

52. What are your plans for school when you complete Level III?

____

(The remainder of these questions will be secured from cumulative record folder or the teacher.)

Name of initial placement test for this student:

____

Grade placement

____

Date of Placement:

____

Achievement Tests:

1. Name__________________________

   Date given____________________

   No. of hours completed before test given__________

   Grade placement________________

   (If more than one test administered, list same information for each one.)

2. Name__________________________

   Date given____________________

   No. of hours completed before test given__________

   Grade placement________________

3. Name__________________________

   Date given____________________

   No. of hours completed before test given__________

   Grade placement________________

   Current level:

   ____

   Date placed in this level

   ____

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